

**Reference documents:**

*Education Act no. 1/2011*

*Order no. 650/2014 for the approval of the Framework methodology regarding the organisation and operation of the counselling and career guidance centers in the Romanian higher education system.*

*Framework methodology on the organisation and operation of Career Counselling and Career Centers in the Romanian Higher Education System of 19.11.2014 - Order no. 3070/2015 published in the Official Gazette, Part I no. 48 of 21/01/2015.*

*Charter of the University of Medicine, Pharmacy, Science and Technology of Târgu Mureș*

*Government Order no. 1418/2006 for the approval of the External Evaluation Methodology the Romanian Agency for Quality Assurance in Higher Education.*

*Government Emergency Ordinance no. 75/2011 amending and supplementing Government Emergency Ordinance no. 75/2005 on quality assurance in education.*

# **REGULATION ON THE ORGANISATION AND OPERATION OF THE DEPARTMENT FOR COUNSELLING, CAREER GUIDANCE AND STUDENT INFORMATION OF THE UNIVERSITY OF MEDICINE, PHARMACY, SCIENCE AND TECHNOLOGY OF TÂRGU MUREȘ**

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## Chapter I. General Provisions

**Article 1.** This Regulation establishes the organisation and operation of the Department for Counselling, Career Guidance and Student Information (hereinafter referred to as DCCGSI) within the University of Medicine, Pharmacy, Science and Technology of Târgu Mureș (hereinafter referred to as UMPHST Târgu Mureș).

**Article 2. The main purpose** of DCCGSI is to seek new opportunities for professional integration and career choice, through counselling and professional guidance for young people, as well as psychological counselling, psychotherapy, and psychological research.

**Article 3.** The operational objectives of DCCGSI are as follows:

- a) Counselling and professional guidance of students so that they can reasonably choose the specialty/ profession they want to pursue, being also able to set up and manage their own educational path;
- b) Intervention by psychological counselling of students, in order to reduce university drop out rates due to personal/ professional/ career orientation and in causal relationship with poor adaptation to the university environment;
- c) creating opportunities to facilitate the correct targeting of students in their relationship with employers, by the real addressing of their necessities/ needs, as well as providing adequate information to students about the challenges and difficulties in the medical/ professional labour market;
- d) inserion, as high as possible, in the post-graduate professional environment of graduates in the medical/ professional education fields graduated, as the case may be;
- e) psychotherapy/ psychological counselling of students who develop disadapative psychological symptoms during their education;
- f) psychological intervention in crisis, meaning the situations involving events with high traumatic potential over the collective/ individual mentality of the student(s);
- g) scientific psychological research that derives from psychological counselling, vocational guidance, psychotherapy, conducted for the purpose of understanding and discovering some stressors/ disruptors that can negatively influence the educational process.

**Article 4.** The DCCGSI activity involves:

- a) psychological counselling and evaluation;
- b) educational and professional counselling;
- c) career guidance;
- d) development of materials for information, guidance, and counselling;
- e) organising psychological/ career guidance conferences/ workshops;
- f) cognitive-behavioral psychotherapy;
- g) psychological interventions in crisis;

- h) scientific psychological research;
- i) attracting non-reimbursable funds from the educational field through the elaboration of projects.

**Article 5.** The DCCGSI addressability shall focus on:

- a. students;
- b. graduates;
- c. employers.

## **Chapter II. Organization and operation of DCCGSI**

**Article 6.** The structure and members of DCCGSI:

- a) The coordinator of the DCCGSI is a faculty member who has a continuous training in psychology, preferably with a doctoral degree in medicine (psychiatry), appointed by the rector, with the approval of the Administrative Board of UMPHST Târgu Mureș;
- b) DCCGSI consists of five members, of which two psychologists with a specialty in educational psychology, and at least one of them also with a specialty in psychological counselling/ psychotherapy and clinical psychology. A psychiatrist, a faculty member of the university, as well as two other teachers who are specialist physicians, regardless of their specialty, as professional counselors. They will be appointed by the rector of UMPHST Târgu Mureș and validated by the Administrative Board of UMPHST Târgu Mureș, from the teaching staff of the Faculty of Medicine, the Faculty of Dentistry, and the Faculty of Pharmacy;
- c) within DCCGSI, volunteer psychologists can carry out their activity, but only under the supervision of a registered psychologist and within the limits of the psychological specialties as provided for in the methodological norms for the enforcement of Law 213/2004;
- d) DCCGSI members meet operationally at the convening of the department coordinator;
- e) DCCGSI is administratively subordinated to the rector of UMPHST Târgu Mureș, and to the UMPHST Târgu Mureș Senate.

**Article 7.** DCCGSI includes in the development strategy the following main attributions:

- a) educational, professional, and psychological counselling of students;
- b) organising conferences/ workshops and inviting keynote speakers, usually recognised in their specialties as outstanding professionals, and presenting students with details of their professional/ academic career paths;
- c) creation of databases to include graduates' employment, preferences for certain medical specialties, and demographic distribution (country, location, etc.);
- d) attracting students into volunteering, as well as disseminating the volunteering process within the community;
- e) attracting non-reimbursable funds from research projects in the DCCGSI specific field.

**Article 8.** DCCGSI includes in the counselling strategy the following attributions:

### **8.1. Psychological evaluation:**

- 1) evaluation of the student's personality profile using personalised questionnaires/ tests validated, calibrated, and approved by the College of Psychologists in Romania;
- 2) developing a personality profile that is related to international requirements, using the Myers-Briggs Type Indicator (MBTI) related to medical specialties, and helping students to choose their speciality/ profession according to their personality and temper;
- 3) assessing cognitive functions through cognitive test sets and correlating them with student personality attributes, thus understanding their own style of thinking in relation to the specialty/ profession they want to pursue;
- 4) testing cognitive functions and decision-making capacities in a timely manner so that the student correctly assesses the cognitive ability related to stress resistance, as well as his/ her own decisional level under stress;
- 5) generating complete psychological reports, including the orientation in life, in society, interaction with people, dominant emotional states, reaction in conflict situations, reaction in stress situations, cognitive style (IQ, reasoning, syntax and synthesis capacity, etc.), attitude towards work, the way of involvement in tasks, as well as the characteristic type, all of which are defining for students in choosing the future speciality/ career/ profession;
- 6) psychological evaluation through specific clinical psychological tests when students complain of psychological problems that occur during their academic career such as performance anxiety, academic anxiety, depressive states, anxiety, adaptation disorder, or other symptoms specific to psychological disorders;
- 7) all data collected from psychological assessments will be considered confidential, as provided by Law 213/2004 and its enforcement rules.

### **8.2. Counselling and professional guidance:**

- 1) depending on the personality profile and the qualities a student has, but also on the weaker points, he/ she will be presented with a conceptualisation in order to understand, on a continuous basis, his/ her psychological profile;
- 2) the counselling will focus on discussing the student's psychological and attribution characteristics, which are related to the speciality/ profession / career he/ she wants to pursue;
- 3) cost-benefit analysis counselling will help the student to understand if the benefits are greater than the disadvantages or vice versa when choosing a speciality/ profession/ career according to his or her strengths or weaker points;
- 4) vocational counselling will take into account the Myers-Briggs Type Indicator (MBTI) when choosing medical specialties;
- 5) counselling will also focus on the rational-emotional role play in which the counsellor (interviewer role) and the student (the person who participates in the employment interview) will simulate through role play the conditions for conducting a job interview ;

6) counselling for the correct preparation of a student's resume or a letter of intent, as well as providing support in seeking vacant positions by accessing international databases;

7) counselling through up-to-date information to be made available to students regarding the requirements and needs of employers in the labour market regarding the specialists/ medical specialties sought;

8) all data collected from/ during the vocational counselling and vocational guidance process will be considered confidential, as provided by Law 213/2004 and its enforcement rules.

### **8.3. Psychological counselling:**

1) psychological counselling for self-knowledge and personal development of students, using techniques specific to psychological counselling for cognitive-behavioral orientation;

2) cognitive-behavioral psychological counselling in order to alleviate psychological problems caused by stress and intellectual overload of students;

3) psychological cognitive-behavioral counselling in the direction to solve the sub-clinical emotional problems of the students;

4) cognitive-behavioral psychological counselling of students in order to optimise lifestyle, promote health, but also to prevent emotional problems by using a rational thinking style;

5) cognitive-behavioral psychological counselling of students to modify disadaptive behaviors generated by distress;

6) all data collected from/ during the psychological counselling process will be considered confidential, as provided by Law 213/2004 and its enforcement rules.

### **8.4. Pshychotherapy:**

1. cognitive-behavioral psychotherapy applied in order to modify and solve some clinical symptoms generated by anxiety, depression, adaptation disorders, various psychosomatisations;

2. cognitive-behavioral psychotherapy applied in situations requiring non-adaptive psychological states generated by a medical cause;

3. cognitive-behavioral psychotherapy for the relief of symptoms following a psychotrauma, or a limit situation;

4. cognitive-behavioral psychotherapy for certain characteristic disorders, personality or psychological vulnerabilities, or other psychological problems;

5. all data collected from/ in the pshychotherapeutic process will be considered confidential, as provided by Law 213/2004 and its enforcement rules.

### **8.5. Psychological interventions in crises:**

1. organising debriefing sessions (in groups) with students who witness or experience collective traumatic events;

2. cognitive-behavioral group psychotherapy with students who witness or experience collective traumatic events;

3. monitoring through psychological assessment sessions until the disappearance of risks associated with psychological trauma of students who witness or experience collective traumatic events;

4. all data collected from/ in the psychological interventions in crises process will be considered confidential, as provided by Law 213/2004 and its enforcement rules.

**Article 9.** DCCGSI includes the following tasks as part of the **student information strategy**:

1. Participation with teaching staff in events to promote UMPHST Târgu Mureș, events that involve direct contact with high school pupils as potential future students.

2. organising conferences and workshops on career, vocation, profession, held by medical, or academic staff.

3. presenting the offered courses to students and ensuring their knowledge of all the benefits deriving from them;

4. periodical information and organisation of joint actions with the student organisations within UMPHST Târgu Mureș.

**Article 10.** DCCGSI will conduct its activity in the “Alma Mater” building in the room named “professor hall”. Both the frontispiece of the building and the door of the counselling room will be fitted with identification and directional plates in Romanian, Hungarian, and English languages.

**Article 11.** DCOPIS may make revisions to this Regulation according to new emerging needs, or as a result of changes in the specific legislative framework.

**Article 12.** The **legality principle** is met if DCCGSI meetings are attended by half plus one of the total number of members. At some meetings, by mutual agreement, other persons outside the board may be invited.

**Article 13.** Decisions of DCCGSI are adopted by a simple majority (one half plus one of the members present). The decisions of the board are subject to the approval of the Administrative Board of UMPHST Târgu Mureș.

**Article 14.** DCCGSI meetings are not public.

**Article 15.** DCCGSI develops functional relations and collaborates with the following structures of the University:

- a. Deans' offices;
- b. the Quality Assessment and Assurance Committee;
- c. Student associations;
- d. Board for Strategy, Reform, and Curricular Development;
- e. tutors;
- f. teaching staff.

**Article 16.** The activity of the members of the board is not remunerated.

**Article 17.** DCCGSI reports are published annually on the web site of the university.

*The Senate of the University of Medicine and Pharmacy of Târgu Mureș approved this regulation on 10 February 2016, the date it comes into force.*