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EFPTA Newsletter September 2018

From the Editor

It gives me great pleasure to present to you the latest edition of the EFPTA newsletter. The main content is dedicated to the reflections from the wonderful Iceland conference which was held on 13-14 April in Reykjavík. Thank you to everyone who has contributed in making it an interesting read and a personal reminder of what excellent work you all do out there.

The conference is an ideal way to bring everyone together, to share ideas and good practice and most importantly make new friends and contacts; indeed, 13 nations were represented. On a personal note, I am excited about my future twinning project with Finnish delegates which hopefully we can report on at the next conference.

A special mention goes to the EFPTA president Harpa Hafsteinsdóttir, and her cast of colleagues and students in making the conference such a success. Thanks to the Icelandic psychology teachers' association for being perfect hosts. The time and effort needed to organize such an event is often unsung with few realising what goes on behind the scenes. But Harpa remained unruffled in her role, everything was planned to perfection, a true professional.

The next conference will be held in Bratislava in 2020, so please keep checking the website for further information, www.efpta.org.

Jackie Moody (Luxembourg),
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LETTER FROM THE PRESIDENT Harpa Hafsteinsdóttir (Iceland)

Dear Colleagues,

I'm happy to welcome you to the 2018 EFPTA Newsletter. My thanks go to the Newsletter editor, Jackie Moody, and to all the many people who have contributed to this edition. I extend my thanks to everybody that helped make the conference become a reality, both as presenters and workshop leaders, and in organising and executing all the many tasks required to make such an event a success.



The main focus of this edition is the EFPTA Reykjavík conference in April this spring, 'Psychology for everyone – the value of psychological education for young people'. Here you can read all about it in short summaries from the presentations and workshops, kindly written by our delegates. I also point you to our website, www.efpta.org, where you can see many of the presentations given at the conference.

Thinking back to the conference days in April brings back very happy memories. We had close to 100 delegates from 13 nations: Germany, Luxembourg, Netherlands, Austria, Russia, Slovakia, England, Scotland, Wales, Sweden, Denmark, Finland, and Iceland. And what a wonderful group of people! I hope I speak for everyone when I say we shared a great time together, both at the conference itself, but as importantly, in getting to know each other and sharing our experience of psychology teaching. It is our hope that the conference was both great fun and inspiring for the coming time in the classroom.

I hope you enjoy reading our articles in the 2018 Newsletter. Of course we also hope to see you all at our next conference, to be held in Bratislava, Slovakia in the spring of 2020. It is my experience that it is invaluable to take part in this kind of events as a teacher. To make new friends who share your passion for psychology. To learn from their expertise and get new ideas and knowledge that will benefit your students in coming years. To open up opportunities for collaborative projects that will be of interest to your students. And let's not forget how much fun it is to be surrounded by 100 psychology teachers for a weekend!

Best wishes to you all,

Harpa Hafsteinsdóttir
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To find out more information about the work of EFPTA visit our website – www.efpta.org – or contact EFPTA Secretary Morag Williamson (moragwill@aol.com) or your country representative (see website for contact details).

KEYNOTE

Why is psychology so fascinating?

Aldís Guðmundsdóttir Teacher & Head of Department (retired), Hamrahlid college, Reykjavík/ Menntaskólinn við Hamrahlíð

Report by Jackie Moody

The conference was opened by Aldís giving us her reflections on a career as a psychology teacher, 25 years of which was spent at Hamrahlíð college (founded in 1966). She recalls that her biggest role model and characteristic of a perfect and inspiring teacher was her Latin teacher Teitur Benechiktsson, but when the psychology department opened in 1974 she thought she would 'give it a try' and has never looked back.

In the early days the lack of resources often meant creating her own material and writing textbooks, which she feels is one of the most rewarding aspects of her teaching career. At that time, behaviourism dominated and the college invested in lab rats and Skinner boxes. During her time there she has seen over three generations of students 'fly away'. Aldís finished her talk regarding the future role of the teacher with regards to the increased use of technology. For her the most important factors of learning are motivation, readiness, ability and the material itself. She notes that the popularity of psychology continues to increase but modern students have different learning needs and asks if textbooks are becoming obsolete.

A delegate's reflection of the conference

by Professor Olga Zvereva, Russia

The 2018 Iceland Conference rallied people of the different countries visiting Reykjavík for the first time and the Icelandic hospitality was excellent. Many thanks to Harpa and her team and a special mention to Morag, the secretary of EFPTA, for organising the necessary papers, programs, invitations etc. The program of Conference was full and there was something for everyone. Each participant had a choice to visit a different workshop according to his or her interests.



In the morning on Saturday April 14th Raisa, Anna and I carried out our workshop 'Psychology for little ones: "Know yourself and others". It was nerve wracking, but we did it, and we are very grateful to those who attended our workshop. We also attended a range of workshops such as, 'The Dissected Brain' Dr Guy Sutton (UK) and I learned why psychology can be a fascinating science by connecting psychology and neurophysiology. The twinning classes of Finnish colleagues were also interesting. It should be noted that we have many common problems for studying and it is good to unite and carry out joint projects.

Not having English as a first language can be daunting but there were no difficulties in oral communication with colleagues. Being Russian-speaking participants of the Conference it is sometimes difficult to perceive scientific reports in English, but it is very interesting and clear, especially if there is a presentation. People are very friendly and the conference provides an excellent occasion to improve further studying of the English language.

We expanded the horizons of knowledge. Now it is about what to tell our students.

A personal view

by Jock McGinty, EFPTA representative England and Wales

In her opening address the President of EFPTA, Harpa Hafsteinsdóttir, highlighted one of the major aims of EFPTA as the promotion of psychology as a mainstream school subject across Europe. Another is to share knowledge and experience of psychology teaching at pre-university level. The EFPTA conference brought together like-minded people from 13 nations: Iceland, Denmark, Sweden, Finland, England, Scotland, Wales, Slovakia, Russia, Luxembourg, Germany, Austria and The Netherlands. During the conference delegates had the ideal opportunity to talk with, and learn from all these fantastic teachers and keynote speakers and workshop/symposium presenters.

Old friendships were renewed and strengthened, and new friendships forged during the wide range of activities on offer. Connections were made that will result in collaborative projects across Europe bringing together psychology teaching and learning for the benefit of students. We found that as a group, psychology teachers have so much to give to and learn from each other!

Wednesday 11th April

EFPTA conference trips also allow you to dip a toe into the culture of the host



country and city and so I decided to travel 2 days early to do some sightseeing. Having never visited Iceland previously I was excited, if a little bleary eyed with an early 4am start, as I waited at Luton airport. Three hours later I was making my transfer from Keflavík airport to Reykjavík in rain and low cloud – a bit like Luton really! Thankfully the weather relented sufficiently for me to spend my first day in Reykjavík visiting the Hallgrímskirkja Church that dominates

the skyline. A flying visit to the Harpa Conference Centre was followed by visits to the ice caves and fantastic glacier exhibition at the Perlan Centre and the National Museum to get a feel for Icelandic geology, culture and its influences. The evening was spent catching up with EFPTA friends and sipping gently on a £10 pint – Iceland is beautiful, interesting, fascinating - and expensive!

Thursday 12th April

A sightseeing trip had been organised for us around the 'Golden Circle' route of Thingvellir National Park, where a rift valley marks the crest of the Mid-Atlantic Ridge and the boundary between the North American tectonic plate and the Eurasian. Our second stop was at Gullfoss (Golden Falls) to see the spectacular Hvítá river as it rushes down into a wide curved 'staircase' that abruptly plunges in two stages, 11 metres and 21 metres, into a crevasse 32 metres deep. Our final stop was at the geothermal area in [Haukadalur](#), which contains the geysers [Geysir](#) and [Strokkur](#). Though Geysir has been mostly dormant for many years, Strokkur continues to erupt every 5–10 minutes which was spectacular. Our evening meal was fantastic local fish and it was great to be able to share experiences of our day and to look forward expectantly to the conference itself that began the next day.



Friday 13th April

For me, Friday started with a two hour EFPTA board meeting – it's not all glamour and travel you know! However as people arrived at the Nordic House for the conference, the ice was broken amongst delegates with an Icelandic ice-breaker followed by the opening welcome from EFPTA President Harpa Hafsteinsdóttir and then a really interesting keynote by Aldís Guðmundsdóttir on 'Why is psychology so fascinating?' Her personal reflections on a career as a psychology teacher gave us a super point at which to start to think how we could build our own careers and further our teaching. There followed a series of short updates on psychology teaching and projects from around Europe that included 'Seeing is believing: Teachers' professional vision and challenging classroom situations' by Lenka Sokolová and Miroslava Lemešová from Slovakia. They reported that teachers, both experienced and trainee, often feel anxious when faced with disruptive, challenging behaviour and their project using eye tracking technology, aims to trace how teachers can effectively identify, interpret the causes and intervene when this happens. It was also absolutely fantastic to listen to two of Harpa's students speak about what psychology means to them and their experiences of the subject so far; very impressive young people. The evening was spent chatting, making friends, eating more fantastic fish and sipping more expensive beer!

Saturday 14th April

Saturday's full programme began with a choice of five workshops ranging from 'Future-focused peer tutoring program in secondary and tertiary education' in Slovakia to 'The Learning Brain' with Guy Sutton and 'Ethics and teaching sensitive issues' with Evie Bentley. Our second keynote presentation came from Phil Banyard, Associate Professor and Head of Psychology at Nottingham Trent University. For a variety of reasons too uninteresting to go into here, Phil gave his keynote in the Fríkirkjan church next door to Kvennó college (the main venue); without PowerPoint he used a variety of resources to explain his topic of 'Everything you know about psychology is wrong: myths and stories in psychology' to the audience for whom English was not their first language. Presenting in church was a first for Phil and a great success; I must admit to having to stop myself addressing him as 'His Holiness' for the rest of the trip, something Phil was particularly pleased about!

Before lunch of more delicious fish (I like fish), an Open Space session allowed delegates to chat and get to know each other informally, something that colleagues at previous conferences had asked for and it worked well. Two more wide-ranging workshop sessions followed on the topics 'Sharing activities between school and higher education to promote psychological literacy in students' by Jackie Taylor, Julie Hulme and Helen Kitching, and 'How behavioural psychology can help young people learn' by Rebecca Sharp from Bangor University who had flown in directly from Nepal to tell us about the gamification of learning and how to survive the zombie apocalypse!

On Saturday evening the conference dinner was held at Bryggjan Brugghús, a brewery bistro in the port area of Reykjavik – good fun and a lovely way to sign off the conference and my trip to Iceland.

Sunday 14th April

Buying gifts and travel home ready for work on Monday!

A huge thank you to Harpa Hafsteinsdóttir and her team in Iceland who helped deliver such a great conference. I am already looking forward to the next EFPTA conference to be hosted by Lenka Sokolová and the Slovakian psychology teachers' association in the spring of 2020 in Bratislava.

Psychology education in Iceland – a student view

by Jökull Sindri Gunnarsson and Melkorka Gunborg Briandsdóttir

Two fascinating projects were presented by students from the Hamrahid college in Reykjavik.

1. Melkorka focused her research on ‘unconventional childhood’ (divorce, bereavement, bilingual etc). Her main focus in particular was about war. She had studied a 24-year-old refugee from Palestine because, she stated, ‘no one goes to talk about war, it’s like asking an Icelandic person to talk about the weather’. The research gave a unique insight into something drastically different.

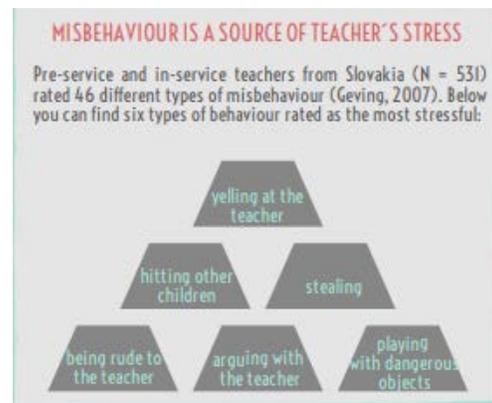
2. Jökull gave a very honest and insightful account of his journey in 2016, where he said he had no goal in life. He was disengaged but took up psychology. As the course progressed he became really motivated and started to improve in other subjects, developing good habits and getting his act together. He is now more confident about his future and about to start his study of clinical neuropsychology at university.

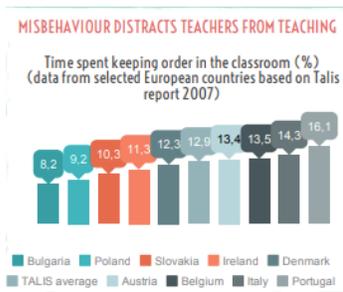
Seeing is believing: Teachers’ professional vision and challenging classroom situations

Presenters: Lenka Sokolová and Miroslava Lemešová (Slovakia)

Report by Jock McGinty

In their brief update of their research, the presenters suggested that teachers often report they feel tension and anxiety related to disruptive and challenging behaviour in the classroom. Novice or newly qualified teachers in particular are afraid of failing to identify, interpret and intervene in these situations. The aim of the research was to present some preliminary questionnaire and eye-tracking data on the perception of student misbehaviour among Slovak pre-service and in-service teachers.





Previous research (OECD Teaching & Learning International Survey, 2007) has shown that teachers spend about 13% of their time keeping order in the classroom. Types of misbehaviour range from the use of inappropriate language and arguing to shouting at the teacher.

They suggested that to train pre-service teachers we need to understand all three levels of identification, interpretation and intervention. In particular level one, identification, which

involves selective attention, is an under-researched area; therefore developing professional vision, the ability to notice and understand classroom events, may help teachers to deal with challenging situations more effectively.

The project methodology involved analysing four video sequences (total time: 15 min. 15 secs.) showing examples of misbehaviour from regular classrooms, selected out of six hours of classroom video. The analysis covered footage from 100 pre-service and in-service teachers using fusion of eye-tracking data. Their verbal comments and personality variables were also recorded and analysed. Results are to be published in the near future.

EFPTA: Twinning classes / collaborative projects

[Helena Haranen and Teija Jokinen-Luopa](#)

Ever wondered what goes on in the psychology classroom in other countries? Is psychology taught the same way? How similar or different is the curriculum and assessment? What do psychology students think about the subject? For collaborative projects, it's not enough to just connect people; whilst EFPTA provides a framework, it is up to us as teachers to do the necessary work to make the outcomes possible. These could be anything from improving your own practice, extending your teaching and student learning or just plain curiosity. To date there are few written records of the twinning projects thus far, therefore Teija and Helena are taking the helm in driving this project forward with the aim to increase EFPTA networking and collaborative psychology teaching projects. As a result they are collating information on projects such as student exchanges, joint questionnaires, research, Skype meetings and job shadowing.

They emphasise that language should not be a problem as you can 'sense' the atmosphere in the classroom, and as an observer you can really learn a lot, such as cross cultural awareness and improved research. If you are interested in any of these projects or have information to share then please contact Helena or Teija via the EFPTA website, and they will help you find your "twin".

KEYNOTE

Everything you know about psychology is wrong: myths and stories in psychology

Phil Banyard. Associate Professor & Head of Psychology, Nottingham Trent University, England

Psychologists, another year over and what have you done?

Where's our Big Bang? Where's our non-stick frying pan?

If you were asked to list the top five achievements in psychology what would you say? Be honest, you'd probably splutter for a bit and then try and divert the question. When I've sprung this on colleagues they have come up with suggestions like Attachment Theory or the Multi-stage Memory Model or even CBT. This is not an impressive list and it suggests a horrible truth that for all the bluster about science, for all the fancy equipment and million pound research grants, we haven't discovered any great new understandings or technologies about our core subject – ourselves.

Look at physics for example: it has split the atom, it has the theory of gravity, it has quantum theory, and it has the Large Hadron Collider and the Higgs boson particle. It has the Big Bang Theory which offers an explanation of how the universe was formed. Chemistry has the periodic table, a classification of all substances in the universe, and biology has evolution, a robust theory of how we came to be here. I could go on. What has psychology got?

'Psychology is a young science' we say by way of explanation for the lack of great findings. But 150 years is not that young and there are even younger sciences that have more to show. Electronics has the microchip, genetics has mapped out the human genome and geology has tectonic plates.

The central issue concerns how we develop knowledge in psychology. To start with, other sciences have testable theories whereas psychology has testable hypotheses. What's the difference? Einstein's theory of general relativity was first presented in 1915 and then spectacularly tested in 1919 when light was shown to bend round the sun during a solar eclipse to the amount predicted by the theory. And if we look at the Higgs boson then this was a particle whose existence was predicted by theory. It is an important part of the Standard Model of particle physics and provided a crucial test of that theory. First proposed in the 1960s it was finally confirmed to exist in 2013.

What psychological theory produces predictions that can be tested in this way? Or to be even more challenging, what collection of ideas in psychology have we got that we can call a testable theory? What is Psychology's Big Bang?

When it comes to knowledge in Psychology we are not so much uncovering it as inventing it. We appear to use the basic methods of science by observing and categorising behaviour in much the same way as biologists or medics. But there's a difference, and this difference is

nowhere more obvious than in diagnosis. If you compare a medical disorder like chicken pox with a psychological disorder like PTSD then you'll see the contrast.

To diagnose chickenpox we look for three symptoms: fever, itchy spots and loss of appetite. That's it. But if we want to diagnose PTSD we look for any of 19 symptoms arranged in four categories. To make the diagnosis of PTSD you have to judge the patient to have at least eight of these symptoms across the four categories. In other words two people might have not a single symptom in common but still be said to have the same condition. There are, in fact 636,120 ways to get a diagnosis of PTSD (Galatzer-Levy & Bryant, 2013). We are not discovering disorders, we are inventing them and this process of invention gives us the various conduct disorders, Phase of Life Problem, Sibling Relational Problem and many others, as we slowly but surely pathologise all human behaviour.

And as we haven't got theories then maybe we have transformational products: things that we have invented that have changed lives. Inventions such as the microchip figure highly in any list of inventions that have a major impact on us. Then there is the contraceptive pill which revolutionised women's control of their own fertility and fuelled a massive social change of their position in society.

If you search the internet for the greatest scientific inventions you get a lot of suggestions such as antiseptics, penicillin, telephones, electric batteries, frozen peas, lasers, sonic screwdrivers, pianos, radar, the internet and my favourite, the non-stick frying pan. In all the lists I browsed I didn't find one invention that you could claim as psychological.

The non-stick frying is a great example of an invention that changes lives though not always for the better. It is commonly believed to have been a bi-product of the space race but the reverse is true and it was a facilitator of it. Not the frying pan of course but the polymer that coats the frying pan which had been invented in the 1930s and used in the Manhattan project to develop the atomic bomb (Elmsley, 1994).

I'm not asking for an invention with the impact of antibiotics or contraceptives or the aeroplane or the combustion engine, but where oh where is our non-stick frying pan? Surely we have something to match that?

This isn't to say that psychologists have nothing to show for their efforts, but for every CBT we have a recovered memory therapy, and for every attribution theory we have a mass IQ testing supporting eugenicist theories and actions.

This is not a treatise of despair, however, because I think that psychology does contribute to our everyday life, though not in the manner of the other sciences. In his challenging talk to the APA in 1969 George Miller seemed to come to the same conclusion.

He argued that psychology has the potential to be one of the most revolutionary activities ever developed by people. He wrote *'if we were ever to achieve substantial progress toward our stated aim – toward the understanding, prediction and control of mental and behavioural phenomena – the implications for every aspect of society would make brave men tremble'* (Miller, 1969, p.1065). On the bright side, as pointed out above, psychology rarely lives up to the hype and nothing that it has done so far is very revolutionary.

Miller argued that we are looking in the wrong direction if we are waiting for the great discoveries and applications to appear. He suggested that the revolution will come in how we think of ourselves:

I believe that the real impact of psychology will be felt, not through the technological products it places in the hands of powerful men, but through its effects on the public at large, through a new and different public conception of what is humanly possible and humanly desirable. (Miller, 1969, p.1066)

The brilliance of psychology is that it provides a secular explanation for our existence, our feelings, thoughts and behaviour. It is an extension of the Enlightenment, rolling back the fog of superstition, mysticism and religion to provide understandings about ourselves that do not rely on supernatural beings and events. And as the country becomes more and more psychologically literate these understandings have become part of the way we explain the world.

When there is an atrocity or a hate crime then it is psychologists who are commonly asked to comment on it rather than bishops. It might well be that psychologists have very little to say or do (see Simon Wessely on post-trauma counselling, *The Psychologist*, 19, 516-523; Rose et al., 2002) but at least we are looking to ourselves for answers rather than supernatural beings.

But maybe I'm missing something here. Maybe we do have revolutionary theories and transformational products and I just haven't noticed them. So please, just show me our non-stick frying pan.

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“Choose Life, Choose a Job, Choose a Career”: Guiding Students to Make Better Career Choices

Presenters: Rado Masaryk & Dominika Vajdová

Institute of Applied Psychology, Faculty of Social and Economic Sciences, Comenius University, Bratislava, Slovakia

“Where do you see yourself in five years?” Most of us hate that question. Even though most of us are university-trained, most of us have years of experience, and most of us have a wide network of people we can turn to for career advice. Imagine how awful it must be to hear this question when you are a 16 years old student who usually has none of the above. Some of them hear this question so often that they develop surprisingly sophisticated ways how to digress.

A teacher approached us several years ago complaining that her students lack any interest in their studies. We quickly identified that most of them do not see the connection between what they do now (present studies) and their future career (which is the topic they tend to avoid in conversations with adults anyway). How do young people even choose their field of study? We asked our first-year university students how they decided to study psychology. We learned that the decision was often unsystematic and impulsive. Some students made the decision based on recommendations by their friends or parents, or they chose the psych major because it seemed to promise no hard work. Or they just used the simple heuristic: it is the nation's oldest university, you cannot go wrong. But what was most worrying was that most of them had never set foot into their chosen institution of higher education, did not speak to any of their future teachers or classmates, and had literally no prior information about the department.

Learning this we decided to design a motivational program that would encourage the interest of secondary school students and nudge them to consider further studies. The core principle was that we “adults” would not be acting as career advisors or guidance counsellors for secondary school pupils; rather, we would let our university students do the job. Why?

Because they have recent experience with this process, they can relate to their younger peers much better, and the younger students tend to look up to their “just a bit more senior” peers.

The program had three components – a series of motivational talks, a self-awareness program, and peer guiding. The peer guiding started with pairing every secondary school



Brainstorming Session With Psychology Students

student in our target class with a university student. The primary objective of the peer guiding scheme was to bring the world of university studies closer to secondary school students. Every secondary school pupil chose his or her guide. The first meeting took place in the school setting, then further meetings were arranged individually by university students. The guides helped secondary school pupils explore various potential career paths by discussing different options, arranging visits to university lectures, setting up meetings with other students and lecturers in departments they were interested in. Some of the guides even took their mentees to attend Open Door events, academic fairs, conferences, seminars, or informal student events.

This project has multiple benefits for both parties. The main benefit was developing competencies of the target group of secondary school pupils who acquired critical competencies and at the same time formed more realistic ideas about their further studies. After several meetings with their respective guides, they could proceed with their own

Summary

The program **helped** pupils consider future consequences

Benefits for both parties

Further research: test the peer guiding principle separately

Vision: **scaling out** („How To Set Up Your Own Program“)

Could this concept be **extended** to areas other than career choice?

research into various options of further / higher education to make better-informed choices. Alternatively, they also had the chance to contact their guides after the program ended. As we saw during a “one year after” follow-up, some of the pupils are still in touch with their guides having formed strong friendship bonds.

The project is also beneficial for the student guides who also develop their competencies.

Guides demonstrated great enthusiasm for this project as it placed them into a competent role, enabled them to develop their counselling skills, and to share their newly-acquired experience in making a career choice.

The pilot project was proven successful in an academic experiment; we used the Consideration of Future Consequences scale to measure the impact. The project increased the measure of how our students consider the potential future outcomes of their current behaviour and the extent to which they are influenced by the imagined outcomes in our experimental group compared to the control group. It is also important that this effect remained high even after one year, when we took measurements again in a follow-up study. We are currently designing a project to expand the model and test it on a larger sample. If there are any schools in other countries interested in taking part, please feel free to contact us! Our ultimate objective is to develop a manual that would enable the use of our model in every secondary school that finds a way to hook up with a university.

We believe it is very important to increase the involvement of academia in solving real world problems. It seems that our project addresses both of these objectives. We also believe it is

extremely important to guide young students to make better choices about their future studies to make sure they do not board the first train they spot, but rather make a well-informed choice. Hopefully the young people of today would pronounce the phrase “Choose Life, Choose a Job, Choose a Career.” with far less sarcasm than our generation did.

Psychology for little ones: "Know yourself and others."

Presenters: Professor Raisa Chumicheva, Professor Olga Zvereva, and Associate Professor Anna Reznichenko.

Report by Vivien Kitteringham, UK

More of an onlooker at the conference now that I've retired, I almost found myself wanting to return to teaching. It was exciting to find out about the many variations on the theme of pre-tertiary psychology in schools of the various European countries represented at the conference, and it was great fun to be involved in running one of the workshops.



One workshop I chose to attend, run by three Russian psychology teachers/ academics / teacher educators, who have been loyal EFPTA conference-goers for several years now, was “Psychology for little ones: Know yourself and others”, presented by Professor Raisa Chumicheva, Professor Olga Zvereva, and Associate Professor Anna Reznichenko.

The workshop brought us up to speed on the progress that has been made in Russia in introducing psychological thinking into early years schooling. Accompanied by informative powerpoints with embedded charming video footage of early years children taking part in the lessons, they showed us both the theory and the practice of introducing very young children to ways of thinking about their own experience and that of other children, both classmates and beyond.

We participated in some of the activities, which included for example exercises to encourage children to think of themselves in many different ways (I'm a girl, I have blue eyes, I'm good at dancing), to recognise and name emotions in themselves and others or to find similarities between self and others, including children in other countries and cultures. We learnt about and tried out games used to encourage the children to communicate positively with others and be helpful and empathetic – to act in accordance with social and moral norms of behaviour – without being specifically taught what these are, but rather through developing the children's own moral sense.



At one point we were seen in a Conga line, fairly clumsily making our way around the classroom furniture!

Overall I found it very encouraging to see with what professionalism these programs have been developed and are being included in training for early years teachers. It will be fascinating to discover some years from now to what extent the programs prove effective.

Teaching mental health skills to children and young people in Finland

Presenters: Anniina Pesonen and Elina Marjamäki, Finland.

Report by Lenka Sokolová, Slovakia

This workshop represented the work of Finnish Association for Mental Health. The presenters are co-authors of teaching materials and trainers of teachers for teaching mental health skills. Health education and mental health skills are part of the Finnish school curriculum from pre-primary education, because it is perceived as a skill that can be trained, learned and taught, supported and strengthened during one's whole life. The association offers a lot of support materials for teachers and parents and also crisis intervention for the public.

Anniina and Elina presented wonderful activities and materials (posters and flashcards) for teaching topics like daily routines for mental health, understanding and expressing emotions, dealing with stress etc. Workshop participants from Iceland, Germany, United Kingdom and Slovakia could experience some activities like identifying and describing their emotions at the EFPTA conference using the "Windmill of emotions" poster or understanding their coping strategies with flashcards.

We left the workshop inspired and ready to try some activities in our classrooms.

Presented materials and tips for teaching are available in English at the Finnish Association for Mental Health website:



<https://www.mielenterveysseura.fi/en/materials>

Ethics and teaching sensitive issues

Presenter: Evie Bentley (UK).

Report by Julie Hulme

Psychology can often raise difficult issues, and students can find themselves facing challenges in their personal lives that are related to topics that are being taught in class. As teachers, we have a responsibility to consider ways to support our students through this, and to help students to understand ways in which they can help each other.

Evie's workshop was designed to help us all to think about how we can encourage students to "think about difficult stuff" in a way that is safe, sensitive and appropriately supported. She described a research project that she has created, involving students designing a simple questionnaire asking participants to answer yes/no questions about their memory of their first romantic kiss. Students need to think about how to ask questions that are not intrusive, and who might be appropriate participants for the research. They explore different ways in which the research could be conducted, taking into account ethics and research design principles, including producing standardised instructions.

Evie's students work in small groups, which enables her to introduce them to the idea of peer reviewing. The activity was welcomed by delegates as an inclusive way to facilitate student learning about ethics, research and personal topics in psychology, and stimulated some very interesting discussion about how to manage situations in which psychological content generated real concerns about student wellbeing, when teaching diverse students in different contexts.

Symposium: Sharing activities from pre-tertiary and higher education to promote psychological literacy in psychology students

Jacqui Taylor, Helen Kitching, Julie Hulme (England).

Reports by (1) Jacqui Taylor (presenter) and (2) Punam Farmah (delegate)

This symposium was given by representatives of the Division of Academics, Researchers and Teachers in Psychology (DART-P) of the UK British Psychological Society: Dr Jacqui Taylor, Dr Julie Hulme and Helen Kitching. Their participation was funded by the BPS Research Board International Conference Symposium Scheme.

During the workshop they publicised their two Compendia of Case Studies illustrating psychological literacy in higher education, along with a new set of collated case studies from both further education (pre-university) and higher education (university level) for a third version of the Compendium. The presenters also highlighted the opportunities for international membership of the BPS and DART-P and opportunities for writing for the

Division's publication '*Psychology Teaching Review*' (please email the DART-P chair, Julie jhulme@keele.ac.uk for further details).

It was great to connect with representatives of teaching bodies throughout Europe, such as the Board of Educational Affairs and Education Scotland, who would like to work with DART-P around education and psychology curricula. Taylor, Hulme and Kitching are now drawing upon these additional insights to ensure that the work and activities of DART-P are more internationally informed. During the conference, live tweeting raised awareness among the BPS membership of our representation of them on an international stage. The visit furthered UK academic psychology amongst the European and wider community, and has resulted in new working relationships that have the potential to improve the impact and reach of DART-P and the BPS more widely in an international context.

Jacqui Taylor

This was a really useful session for inspiring students, for enriching teaching and learning and seeing good practice in action. Starting out, the session looked at how teachers might consider the application of Psychology as a science on an individual basis and also in terms of a wider societal impact. I think this is absolutely crucial in encouraging students to progress beyond the four walls of our classrooms. All good teaching and learning, should in essence, be transferable and give students a holistic understanding.

The place of psychological literacy within the curriculum was brought to the fore with very clear links made to enquiry based learning. As teachers, we are responsible for our students being both curious in asking questions and capable in having resources to answer them. This further contributes to students being able to address the broader societal picture and make their learning more relevant to societal evolution. It really resonated that building psychological literacy has a place across curricula as a fully embedded, integrated component and not a bolt-on.

Beyond curricula, thinking outside the box with quizzes such as those often found on social media, can be a very good way to encourage students to question research methods and data. When it comes to exposing students to research, the BPS Research Digest was identified as being invaluable. As a whole, it was really refreshing to see great ideas from good practice and seeing how encouraging students to have better, more transferable skills can be done in very creative ways.

Punam Farmah

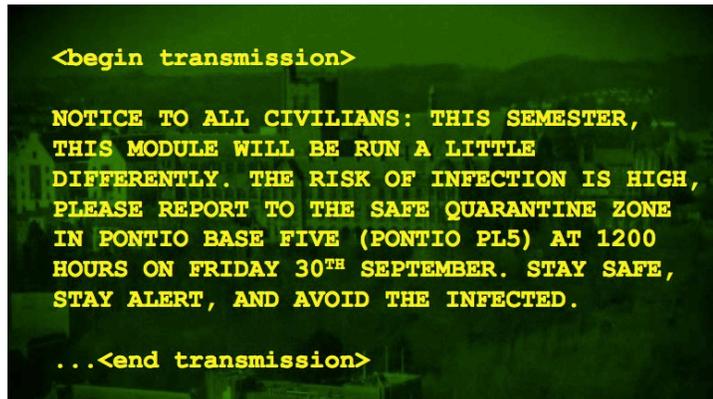
It isn't what we say but what we do: How behavioural psychology can help young people learn

Presenter: Dr. Rebecca Sharp, BCA-D, Senior Lecturer and Higher Education Academy Teaching Fellow, Bangor University, Wales

Dr. Sharp gave an inspiring talk bringing a fresh, modern approach to using behaviourist techniques in the classroom to promote learning. The main focus was on a module she had developed using gamification where non-game activities are designed to be like a game, in this case with a “Dystopian Future” theme.

Before the start of the module students were sent a message:

The initial lecture included actors, Dr Sharp in combat gear and envelopes marked ‘Top Secret’ on the students’ chairs.



All module materials were themed and used the key components of games such as rules, points, levels, group contingencies, rewards and public posting. Students carried out individual or collaborative missions such as an online quiz to gain points. Points could be earned in other ways such as pop quizzes in class, attending 100% of the first five lectures and checking assignment feedback.

The main benefits were that it was effective and liked by most students, although not all, and that improvements were achieved in both exam performance and attendance. We were certainly given some stimulating ideas for making our teaching more creative and engaging.

Dr. Sharp was enthusiastic about taking part in the EFPTA conference:

“It was such a rewarding experience to share ideas about gamification with passionate teachers from across Europe. It’s wonderful to see such enthusiasm for innovative teaching methods, and I look forward to hearing how people have included gamification in their own work.”

To read more about the gamification module:

<https://theconversation.com/teaching-students-to-survive-a-zombie-apocalypse-with-psychology-77283>



Teaching students to survive a zombie apocalypse with psychology

Playing games is ubiquitous across all cultures and time periods – mainly because most people like playing games.

Games involve rules, points, systems, as well as a theme or storyline and can be massively fun and engaging. And there is an increasing body of research that shows “gamification” – where other activities are designed to be like a game – can be successful in encouraging positive changes in behaviour.

Gamification has previously been used to teach skills to nurses, as well as in wider health settings – such as with the use of the app Zombies, Run!.

Broadly speaking, games work effectively because they can make the world more fun to work in. They can also help to achieve “optimal functioning” – which basically means doing the best you can do.

This can be seen in Jane McGonigal’s game and app Superbetter, which helps people live better lives by living more “gamefully”. It does this by helping users adopt new habits, develop a talent, learn or improve a skill, strengthen a relationship, make a physical or athletic breakthrough, complete a meaningful project, or pursue a lifelong dream.

Ground zero

This is also exactly what we’ve done at Bangor University. Here, students on the undergraduate course in behavioural psychology had one of their modules fully gamified. And it started when they received this message, after they enrolled on the course:

Notice to all civilians: this module will run a little differently. The risk of infection is high, please report to the safe quarantine zone in Pontio Base Five at 1200 hours on Friday 30 September. Stay safe, stay alert, and avoid the Infected.

Curiosity piqued, the class arrived at their first lecture of the semester to be greeted by “military personnel” who demanded they be scanned for infection prior to entry.

They were given a brown envelope containing “top secret” documents about their mission fighting the infection. The documents explained the game, and that the module had been gamified to enhance their learning.

What commenced next was the immersion. In addition to themed lectures and materials, the presence of actors and a storyline that was influenced by choices made by the class, students were given weekly “missions” by key characters in the game.

These online quiz-based missions prompted students to study the module materials between lectures to earn points. Points gained allowed students to progress through levels – from “civilian” to “resurrection prevention leader”. Points could also be exchanged for powerful incentives, such as being able to choose the topic of their next assignment, or the topic of a future lecture.

A life gamified

Part of our thinking behind wanting to teach in this way is because although students enrol at university, they don’t always perform optimally – instead intentions are often derailed by distractions.

At a psychological level, there are multiple competing signals trying to access behaviour – but only one can win. This discordance between goals and actual behaviour is called the “intention action gap”, and gamification has the potential to close this gap.

This is because, successful learning requires a student to set goals and then achieve them over and over again. Games use techniques, such as clear rules and rewards, to enhance motivation and promote goal-directed behaviour. And because education is about achieving specific learning goals, the use of games to clarify and promote engagement can be highly effective in providing clear guidance on goal-direction and action – which can make users less fearful of failure. In this way, gamification can result in students achieving better outcomes by optimising learning.

Positive reaction

The application of gamification to a module on behavioural psychology was a novel (albeit ironic) approach to demonstrate to students the very concepts they were learning.

When compared to the previous year’s performance and to a matched same-year non-gamified module, the gamification had a large impact on attendance – which was higher than both the non-gamified module, and the previous year’s group.

It turns out zombies can teach students a thing or two. Many of the class also engaged with materials between lectures – such as the online “missions” to help them learn and review the content between lectures.

When asked their thoughts at the end of the semester, many students said they enjoyed the gamification and liked the immersive experience. Some even asked for more zombies.

Surviving education

Gamification is clearly well-suited to teaching behavioural psychology as it demonstrates directly some of the concepts students are learning. But it could also easily be adapted and applied to other subjects.

The psychologist, Burrhus Frederic Skinner said that:

Education is what survives when what has been learnt has been forgotten.

So while the students may well forget the precise definition of “positive reinforcers” in years to come, they will know implicitly what they are and how to apply them thanks to the game. In other words, they have learned how to learn. And hopefully, their gamified experience will help them survive future “apocalyptic” challenges.

1. **John A Parkinson**
Professor in Behavioural Neuroscience, Bangor University
2. **Rebecca Sharp**
Senior Lecturer in Psychology, Bangor University

<https://theconversation.com/teaching-students-to-survive-a-zombie-apocalypse-with-psychology-77283>

Psychology in the curriculum – expressions of psychological literacy and expected usefulness

Presenter: Ebba Christina Blåvarg (Sweden).

Report by Julie Hulme

Ebba started her workshop by outlining the value and importance of psychological knowledge and skills in all aspects of human life. She noted that psychology is valued as a subject internationally because it facilitates young people’s development, helps them to understand others, and to think critically. Ebba herself is working at the Education Department at Stockholm University, where she is conducting research looking at how psychology education has changed over a number of years in Sweden, at upper secondary level.

The Swedish curriculum is set by government policy, and so Ebba has managed to analyse curricula, as well as texts and teachers’ understandings of psychology as a subject. In 1965, psychology was a major part of the mandatory national curriculum, but by 1994 it had almost disappeared. In 2011, it was compulsory for students doing social sciences and economics, but otherwise was optional. In addition, where psychology used to be scattered through the curriculum, not just as a discrete subject, but within other subjects, this has reduced dramatically.

The content of the psychology curriculum has also changed in emphasis, from an applied subject that was relevant to everyday life, to a much more theoretical focus. Policy around psychology education emphasises skills, mathematics, knowledge and content, whereas teachers talk about giving students confidence, the ability to understand themselves and others, and having impact on society. The Swedish curriculum thus seems to be moving further away from the increasing trend towards psychological literacy that is seen elsewhere in Europe and more widely around the world.

Ebba considered some interesting questions about whether we can teach psychology at a much younger age, and ways in which psychology can be delivered within the context of other subjects such as philosophy, health, anthropology, and religious studies. She noted that doing this can help with employability in a range of different professions, and that a recent UNESCO report (2016) considered psychological literacy to be a human right. She concluded that psychology is an important subject, which is being de-emphasised in Sweden despite its clear benefits to students and to society. This provoked discussion amongst delegates about ways in which we can influence government policies and convince a wide audience of the value of psychology.

The Development of the Psychology Subject in Norwegian Senior High Schools and the Field of Subject Didactics in Psychology in Norwegian Teacher Education

[Anja Møgelvang Jacobsen](#), Psychology teacher at Metis Senior High School, Norway, and University lecturer in Subject Didactics in Psychology at the University of Bergen, Norway

Introduction

Psychology was introduced as a subject in Norwegian senior high schools in 2009. Since then, psychology has become a very popular subject among the students. The increasing number of students electing for psychology calls for more psychology teachers. However, the education of Norwegian psychology teachers has been both scarce and rather inaccessible so far.

Psychology as a school subject

The Psychology subject in Norwegian senior high schools actually comprises two courses, Psychology 1 and Psychology 2. Both are so-called “program subjects” meaning that the subject is not compulsory, but rather a subject the students may choose during their second and third year (also final year). According to the National Psychology Subject Curriculum, the three main purposes of the school subject are to prepare the students for life, to introduce them to the scientific subject of psychology and to identify promoting and inhibiting factors of mental health (Utdanningsdirektoratet, 2009). These goals are reached through a wide range of main subject areas such as developmental psychology, learning psychology, biological psychology, social psychology, communication, health psychology and the history and methodology of psychology. In this respect, both Psychology 1 and Psychology 2 are extensive courses comprising a lot of the same content as the psychology courses taught in universities. Both are made up of 140 teaching hours annually, making students who have

elected both Psychology 1 and 2 to graduate from senior high school with 280 hours of psychology teaching. Hence, these study programs comprise an extensive amount of time for teaching, too. Considering purposes, subject areas and the amount of teaching hours, psychology as a subject in Norwegian senior high schools may be regarded as both comprehensive and important.

Psychology as an increasingly popular subject

The Psychology 1 and 2 courses in Norwegian senior high school were implemented in 2009 (Utdanningsdirektoratet, 2009). Since then the number of students who have elected the subjects has increased annually, from 400 students in 2009/2010 to 15395 students in 2017/2018 (Utdanningsdirektoratet, 2017a). This total constitutes 12.5% of the total student mass in the “Programs for General Studies” in 2017/2018 (Utdanningsdirektoratet, 2017b). Based on these numbers, it is safe to say that psychology has become very popular. So far, there are no signs to indicate that this is about to change. On the contrary, student numbers continue to increase rapidly. Increasing student numbers calls both for additional psychology teachers and more knowledge. It is likely to assume that the increasing popularity of this subject would produce a national interest in the field of subject didactics in psychology, too.

The field of subject didactics (pedagogy) in psychology – until now

To become a licensed senior high school teacher in Norway one needs both an academic degree within the subjects (usually two subjects) one wishes to teach securing “content knowledge” and a postgraduate certification in education (PGCE) securing both relevant “pedagogic knowledge” and “pedagogic content knowledge”, terms introduced by Shulman (1986). Many universities offer both general studies in psychology and PGCE. Hence, an education securing sufficient content knowledge and pedagogic knowledge should not be difficult to obtain for future psychology teachers. The situation with respect to pedagogic content knowledge in psychology is somewhat different. As of now, only one university in Norway offers subject didactics in psychology and that is the University of Bergen (UiB). This fact makes subject didactics in psychology (and thereby pedagogic content knowledge in psychology) rather inaccessible for the future psychology teachers who are studying elsewhere in the country. The situation is not limited to inaccessibility, however. Overviews from the last decade show that only an average of 10 psychology teachers have graduated with subject didactics in psychology from UiB annually. These low numbers, in combination with the fact that only UiB offers subject didactics in psychology, give rise to the assumption that an overwhelming majority of the Norwegian high school psychology teachers may lack an education in subject didactics in psychology. A study from 2017 (Jacobsen, 2017) confirms this assumption, showing that only 19% of the Norwegian high school psychology teachers have actually studied subject didactics in psychology. This lack of psychology teachers with subject didactics in psychology may pose a great challenge to the contemporary requirements for formal knowledge among practising teachers (Kunnskapsdepartementet, 2014).

The field of subject didactics (pedagogy) in psychology – from now on

In order to close the gap between the senior high school psychology subject and the subject didactics in psychology, small steps are now being taken. With the number of student applications for subject didactics in psychology increasing annually, UiB has recently received full funding from the Norwegian Ministry of Education and Research to accept 15 students into the program of subject didactics in psychology (Universitetet i Bergen, 2017). In order to secure further development, UiB has now employed its first professor in the field. Some of the questions that subject didactics in psychology initially will seek to answer range

from teacher challenges, student motivation, subject content and methodology. At present, a study on psychology teacher professionalism (Jacobsen, 2017) and a study on student motivation for electing psychology (Jacobsen & Diseth, 2018) are being conducted. Hopefully these and further studies, together with other initiatives, will ensure the future quality within the fields of both the senior high school subject of psychology and subject didactics in psychology in Norway.

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Vocational Guidance Process: Myths and Roles

By Joana Carneiro Pinto

This article aims to address some aspects of vocational guidance, so that parents and schools can better understand its characteristics and, above all, what roles each one can and should play within this process. The goal is for everyone to contribute, so that the decision to be made by the student is as conscious and informed as possible. In Portugal, students are required to take a decision at the end of the 9th grade (aged 14-15, where they must choose a course to attend in upper secondary education), and also at the end of the 12th grade (aged 17-18, where they must choose a course to attend in higher education, or alternatively, a context of insertion in the labour market). Vocational guidance services are sometimes provided in schools (not mandatory), but students can also turn to private clinics for support if they meet the economic conditions for such. With great difficulty people turn to a service

on which they do not know what to expect, do not recognize great merit or usefulness, or even over which they have a bad overall impression. Thus, it is intended to address in a clear and accessible language, a number of aspects relating to a scientific area that is given the diverse myths in society in general.

There is a line separating vocational guidance from mythology

- *“I brought my son/daughter to do the psycho-technical (vocational) tests”*. A test (questionnaire, inventory, scale) to assess accurately what it says it evaluates must follow certain rules in its construction, administration, quotation and interpretation. It is through an area of knowledge called “psychometrics” that psychologists ensure that their assessment tools are sensitive, reliable and valid. Psycho-technical tests do not always follow these basic rules, and for this reason it is difficult to ensure that the results obtained from them are really credible and useful for decision making.
- *“I need you to tell him/her what academic/professional area he/she should follow”*. No professional in this area will have the ability to decide for the student what to do, or which way to go. The vocational counselling process is, as the very name suggests, a professional support, which aims to equip people with the necessary skills so that they can exercise their free will when making a decision.
- *“Vocational tests will tell the truth about him/her”*. The process of vocational guidance does not necessarily have to resort on the application of psychological assessment tools. But, when necessary, they are carefully selected by the professional according to the characteristics of the student, his/her vocational situation, and the instruments themselves which are available. However, there is no assessment instrument that allows us to know the absolute truth about anyone. The assessment instruments allow us to know only what the person let us know, from the perspective he/she has of him/herself, in a very specific time and space.
- *“I need him/her to discover his/her vocation”*. The process of vocational guidance is a process of discovery, but not of vocation. In fact, today this area of knowledge chooses to use the concept of “competence”, since people are more or less competent in different areas and they can acquire, train, and improve those competencies over time. Thus, people are not meant (predestined) to “fit” a course/profession (vocation), but can move between several courses and professions, according to their multiple competencies.
- *“Today he/she will decide what he/she wants for the rest of his/her life”*. Life changes, the education and training changes, the professions change, the job market and its needs also change... How can we ask someone to decide, at a given moment, what they are going to do for the rest of their lives? In addition, the process of vocational guidance does not begin or ends at the sessions. It must occur continuously and dynamically, throughout life. Any decision that the person takes at that specific time, must be framed in a broader life project, which will always be open to reformulations.
- *“You cannot go wrong, because then you cannot go back.”* This is a burden that too many young people and adults carry - the idea that the decision they are going make has to be taken to the end, regardless of the consequences. The result is to have students who are in repeating their first year of college in a given course for six years in a row, or workers who every day hate what they do. To err is experience, and part of the route. It takes courage to explore and sometimes admit that the following path has to be other than the one initially chosen.

- “*My son/daughter has excellent academic results on every subjects; he/she can be whatever he/she wants*”. We cannot be reductionists and believe that the academic achievement of the students can only and exclusively determine their choice. There are other factors, such as interests, values, skills, dreams and goals, and even personal characteristics that should be considered when making a decision of this nature.

The role of educational agents in the process of vocational guidance

For parents

- *Allow your son/daughter to go to a vocational guidance expert.* A set of sessions with this professional will promote the son/daughter’s knowledge about him/herself, about the academic, training or professional world, and about the decision-making process. Make sure the professional is aware of the latest theoretical developments in this area and knows exactly which one is best for your child and his/her career situation.
- *Talk at home about decision making and the different options/alternatives.* Avoiding the subject for fear of influencing the decision does not make sense. Young people like to know the dreams and expectations that parents have for them, and especially like to know the opinions of those who know them best.
- *Perform activities that allow your son/daughter to explore.* Let your child take part in a group of scouts, develop a group sport, attend the theatre club. It is only by experimenting different activities and contexts that the young can develop a more consolidated image about him/herself.
- *Perform activities that allow your son/daughter to explore the academic, training and professional world.* Why not take your child one day to work? Or why not ask your journalist or architect friend for you child go watch him/her work one afternoon? Or why not let him/her do a little part-time job where he/she can take on some responsibilities and be rewarded for them? All this will allow your child to have a more realistic knowledge about the world of work, besides allowing him/her to respect more the work of different professionals.
- *Talk about yourself, your life choices, your past and current dreams and goals.* Talk to your child about yourself, what features you think you have, how your own decisions about courses and professions, and how easy/difficult it was for you. Tell him/her about the times you think you’ve decided well and the times you regret it, and how you dealt with it. Talk about your dreams and how you made them come true or changed them into other dreams. All of this can help him/her gain a new perspective on the decision making process.

For school

- *Reinforce the importance of school and good academic results.* It is important to strengthen the relationship between academic development and vocational development. The more developed the student is in academic s, i.e., the more he/she is acquiring the knowledge, skills and values that are part of the academic curriculum, the greater the probability of having a broader range of alternatives to explore. When the academic performance is poor, the student is automatically excluded from a greater diversity of options regarding his/her future.
- *Be informed about existing educational and professional trajectories, so you can help your students make decisions.* Build a vocational library with information on the various educational trajectories in the region (such as scientific-humanistic courses, technological

courses, professional courses, and artistic courses), their requirements, curriculum plans, schools where they exist, and also future career opportunities.

- *Support students in the exploration of educational, training and professional information.* This support makes them more involved and more aware about the various alternatives that may constitute their next decision-making. Regarding some subjects that are part of the academic curriculum, students can be encouraged to do small work in this area. For example, use an information and communication technology class to access the internet, consult magazines and newspapers, and gather information about courses, schools and professions.
- *Facilitate the knowledge of the professional world, exploring the professions existing in the family, school, and community, and through different social media.* Organize job fairs, bring employers from your geographical area to the school, promote school trips to possible work contexts, and allow job-shadowing opportunities, small volunteer actions, or observation placements. Invite parents to go to school to talk about their profession and invite alumni with different academic backgrounds and who are in successful and socially recognized positions, to encourage students by their example. Perform plays related to the themes of the professions. Propose creative writing contests around the same theme. Create a newspaper of professions in the school where every month a professional of the region is interviewed and speaks of his/her profession, accompanied by photographs where he/she is in a full exercise of the activity. These are just a few of the many suggestions professors can make to the school boards and their students.

Suggested links

<http://www.myfuture.pt/> → provides complete information on training offer in Portugal, including the largest (and most complete) database on Higher Education in our country.

<https://www.inspiringfuture.pt/> → aims to provide support to the national education system through innovative projects that reach students directly, speaking their language and helping them build a successful future.

<http://www.designthefuture.pt/> → Vocational orientation platform for an academic choice geared to interests and skills

<http://www.dges.gov.pt/pt> → here is all the information students need about access to Higher Education, in both the public and private systems.

About the author

Joana Carneiro Pinto is, since 2012, Invited Professor of the Faculty of Humanities (FCH) of the Catholic University of Portugal (UCP), where she teaches at the degree in Psychology, and coordinates the Master in Psychology in Business and Economics, a 2nd study cycle, in collaboration with the Catholic Lisbon School of Business and Economics (CLSBE). She has a degree in Psychology and a PhD with specialization in Vocational Psychology, from the School of Psychology at the University of Minho, Portugal. She has been involved in research projects funded at national and international level, related to the well-being and life projects, needs assessment and the effectiveness of psychological interventions in institutional settings, and scientific research methodologies. She has experience of work in the field of psychological assessment and intervention in the construction of healthy life/career projects.