



Reference documents:

Law no. 213/2004 Regarding the profession of psychologist with the right of free practice in Romania, and the application of norms no. 788/2005.

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 George Emil Palade 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 GEORGE EMIL PALADE UNIVERSITY OF MEDICINE, PHARMACY, SCIENCES 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 George Emil Palade University of Medicine, Pharmacy, Science and Technology of Târgu Mureș (hereinafter referred to as UMFST G.E. PALADE Târgu Mureș) and UMCH Campus Hamburg.

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, but also through career counseling, educational-vocational, psychological, psychotherapy and in the 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) Educational coaching
- d) **Facilitating the relationship between students and the labor market:**
 - creating opportunities for knowledge of the labor market, enabling students to take an indicative approach designed to meet the real expectations and needs of employers in terms of professional and personal skills;
 - adequate and up-to-date information on the challenges and difficulties in the medical / professional labor market for future graduates;
 - development of personal marketing skills, intended to increase the competitiveness of students / graduates in the professional selection process
- e) **Increasing the employability** of future graduates in the graduated fields - medical / professional, as appropriate; stimulating entrepreneurship, as a desirable alternative for professional insertion, in the studied fields.
- f) **psychotherapy/ psychological counselling** of students who develop disadaptive psychological symptoms during their education; **psychological intervention in crisis**, meaning the situations involving events with high traumatic potential over the collective/ individual mentality of the student(s);
- g) Monitoring the university dropout and monitoring the insertion of graduates on the labor market, materialized in annual studies.
- h) scientific psychological research performed in order to understand and discover the disruptive factors that may negatively influence the educational and the support process, provided through psychological counseling, career guidance and / or psychotherapy.

Article 4. The DCCGSI activity involves:

- a) psychological counselling and evaluation;
- b) educational and professional counselling;



- c) Educational Coaching;
- d) career guidance;
- e) development of materials for information, guidance, and counselling;
- f) organizing conferences / workshops for various psychological problems / career guidance difficulties;
- g) cognitive-behavioral psychotherapy;
- h) psychological interventions in crisis;
- i) monitoring materialized in annual studies, regarding university dropout and monitoring the insertion of graduates on the labor market;
- j) scientific psychological research;
- k) 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, training in cognitive-behavioral psychotherapy and the right of free practice in educational psychology, respectively clinical and psychotherapy, with internships in the specialty abroad, and with a doctoral degree in medicine (psychiatry), appointed by the rector, with the approval of the Administrative Board of UMFST G.E. Palade Târgu Mureș;
- b) DCCGSI consists of five members, of which four psychologists with a specialty in educational psychology, and at least three 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. They will be appointed by the rector of UMFST G.E. Palade Târgu Mureș and validated by the Administrative Board of UMFST G.E. Palade Târgu Mureș. DCOPIS members are elected from UMFST G.E. Palade Tg. Mureș or on voluntary basis, respecting the law;
- 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 UMFST G.E. Palade Târgu Mureș, and to the UMFST G.E. Palade Târgu Mureș Senate.

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

- a) educational, professional, and psychological counselling of students;
- b) organizing conferences/ workshops and inviting keynote speakers, usually recognized in their specialties as outstanding professionals, and presenting students with details of their professional/ academic career paths;
- c) creation of databases - designed in relation to the particularities of professional insertion of different categories of graduates, depending on the field graduated - which include the integration of graduates on the labor market, reflecting the occupational / professional preferences of graduates and illustrating their distribution according to a series of general parameters - of the quality of graduate - and specific to the graduated field; 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:

- Psychological evaluation has the purpose of diagnosis and involves the use of specific methods, techniques and instruments, the use of psychometric tests validated, accredited and approved by the Romanian College of Psychologists, covering complex areas of investigation: clinical, educational, cognitive-aptitude, occupational interests, values, personality, as well as standardized questionnaires and other field-specific tools. The evaluation results in the diagnosis of the students' problems, located in one or more of the above-mentioned areas and is completed by an evaluation report. The approach of **psychological evaluation** is followed by a specific **psychological intervention**, materialized, as the case may be, in counseling, psychotherapy, information, assistance, support, monitoring, research, etc.

8.2. Instruments + brief instructions:

- 1) evaluation of the student's personality profile using personalized 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 *The Big Five Factors*, based on personality theory and assessment (FFM) related to medical specialties, and helping students to choose their specialty/ profession according taking their personality profile;
- 3) for the determination of the vocational personality, **the evaluation of the cognitive functions** is practiced with the help of cognitive tests and their correlation with the personality attributes of the students, thus understanding their own style of thinking in relation to the specialty/ profession they want to pursue;
- 4) the cognitive-aptitude assessment of the students is also used for the diagnosis of the learning abilities, in support of the approach of psycho-pedagogical assistance, destined to the correction of the learning errors and to the improvement of the learning capacity and for its efficiency - **CAS ++**
- 5) the diagnosis of decision-making capacity is used in order to:



- to determine the decisional rationality of the students and to carry out trainings to correct and consolidate the decisional rationality;

- to establish the correlation between cognitive skills and stress resistance with that of decision-making capacity under stress conditions and to guide the intervention

6) 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 specialty/ career/ profession;

7) 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;

8) all data collected from psychological assessments will be considered confidential, as provided by Law 213/2004 and its enforcement rules and European GDPR.

8.3. Psychological counselling:

- The most general activity within DCOPIP psychological counseling, the methods and techniques used, as well as the addressability being established on a scientific basis, within the limits of legislation, protocols, regulations and correlations of ethics and professional ethics of the staff serving the Department. Psychological counseling is a complex process, consisting of **evaluation**, **intervention** and, where appropriate, **monitoring**. The meaning of using psychological counseling is to diagnose psychological problems of students, through evaluation; to correct / improve, through intervention; to strengthen, through support, monitoring and training to support new acquisitions.

- Techniques, tools, methods and opportunity are established in the best interests of students, for their benefit and in accordance with the Code of Ethics for Psychologists.
- The most widely used form of counseling is cognitive-behavioral counseling, which has coherent and common working, research and research tools, methods and techniques in the main components of the DCOPIIS activity:
 - Career counseling
 - Educational counseling
 - Cognitive-behavioral counseling on stress, issues related to self-esteem, relationship difficulties, procrastination, work / learning problems, suffering, emotion management, decision-making, etc.
 - Coaching / Optimization.

8.4. Instruments + brief instructions:

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



2) **educational counseling** contains, as the case may be, elements of psycho-pedagogical assistance, cognitive-behavioral intervention, coaching and training, suitable for group counselors, depending on the time and professional limits of applicability;

3) the approach of educational counseling involves the diagnosis of learning style, intervention, correction of disadaptive behaviors in learning, learning an effective learning style, strengthening adaptogenic behaviors in learning and strengthening self-efficacy and self-efficacy in relation to their own performance in learning. At the same time, applied to students in the initial years, educational counseling is a prophylactic measure, designed to help reduce dropping out of school, reduce the incidence of disorders caused by adaptive stress and increase students' academic performance.

4) psychological cognitive-behavioral counselling in the direction to solve the psychological problems induced by stress and intellectual overload of the students;

5) cognitive-behavioral psychological counseling for the modification of students' disadaptive behaviors, resulting from stress / poor adaptation to the requirements of the academic environment

6) cognitive-behavioral psychological counseling for solving students' subclinical emotional problems;

7) cognitive-behavioral psychological counseling to optimize students' lifestyle, to promote healthy lifestyle and to prevent emotional problems, using rational thinking.

8) each student can benefit from five psychological counseling sessions during the academic year or each time they have some specific difficulties in adapting to the learning process.

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

8.5. Career counseling and guidance:

Career counseling is essentially a psychological intervention and operates with a wide range of tools specific to psychological counseling and aims to:

1. Vocational identity (I.V.) (self-knowledge)

- composed of: values; occupational interests; attitudes and beliefs; skills, abilities, aptitudes; personality traits; lifestyle; education; decision-making style, vocational identity involves assistance and intervention in all these chapters, in order to diagnose existing vocational identity, to identify optimum deviations (forced IV / identity diffusion / vocational identity crisis) and to support students in building an identity vocational outlined and consistent with the chosen educational path.

- diagnosis: cognitive-aptitude; axiological; occupational interests; decision-making style and learning style; of lifestyle; of time management skills, professional information and resources is a set of screening actions necessary to further guide the personalized intervention, in order to qualified students, in building an optimal vocational identity.

- following the diagnosis, deficient parameters are established that prevent the student from evolving optimally in the multiple roles of his own life and career, and the intervention will include, as appropriate, the appropriate elements of intervention / psychological, educational, clinical, information, consultancy and other forms of assistance (training, coaching), to increase students' abilities to make optimal decisions regarding their own educational and occupational career path, in accordance with their own vocational personality and to adapt effectively to the demands of the academic environment.



- The diagnosis of vocational identity is also crucial in the process of re-orientation towards appropriate educational pathways, in case of an erroneous initial choice of study programs (in re-orientation).

8.6. Instruments + brief instructions:

1. Depending on the personality profile and the strengths that a student has, but also taking into account his weaknesses, he will be presented with a conceptualization to understand his psychological profile, on a continuum;

2. counseling will focus on analyzing and discussing the psychological and attributive characteristics of the student, in terms of the specialty / profession / career he / she wants to pursue;

3. counseling using cost-benefit analysis, which can help the student to understand if the advantages outweigh the disadvantages or vice versa, when he wants to choose a specialty / profession / career according to his own strengths or weaknesses;

4. referral to the Big Five Factors of Personality (FFM) for the selection of specific medical specialties in the career counseling process;

5. the cognitive-aptitude diagnosis of the general learning abilities, as well as that of the learning style (CAS ++) are useful resources in improving the learning capacity and its efficiency and come to support the approach of educational counseling and psycho-pedagogical assistance, intended to correct errors in the approach of learning. learning;

6. the cognitive-aptitude diagnosis of the decisional capacity has the purpose to determine the decisional rationality of the students and to carry out trainings for correcting and consolidating the decisional rationality, necessary for the oppressive exercise of the future professional activities.

8.7. Personal marketing, occupational information and labor market relations

- Adequate use of educational purposes is one of the criteria that attests to the quality of educational services provided by educational institutions, and career counseling services have the mission to support students to make the most of acquired acquisitions, through optimal employment, or as employees, or as entrepreneurs, in the field they graduated from. This support approach contains various forms of assistance for students, consisting of:

- Qualified information on the labor market and the updated requirements of employers, occupational exploration.

- Information and guidance in relation to the official inventory of professional competences RNCIS, the transferable credit system (ECTS), the European Qualifications Framework (EQF) and the reference documents on the profession for which they are preparing and their occupations (occupational profiles, standards professional, vocational requirements, etc.).

- Training / coaching to cultivate the skills to successfully complete a selection and recruitment process: preparation of CV and letters of intent, presentation at the interview.

8.8. Instruments, methods + brief instructions:

After the diagnosis / inventory of students' issues in this regard, DCOCIS administers, as appropriate, training sessions.



1. **counseling for the development of personal marketing skills**, consists the appropriate preparation of a CV for employment or a letter of intent by the student; for the successful presentation at the selection / employment interview, the use of the rational-emotional role play technique is provided in which the counselor (interviewer) and the student (the person participating in the job interview) simulate, through role play, the conditions for the interview;

2. **providing informative materials, good practices and guides** on Occupational Profiles associated with the profession for which students are preparing; these materials are accompanied by explanatory sessions aimed at involving students in the operation of the information and logic of these documents, as well as their familiarization with the official field of professional skills RNCIS, ways of recognizing studies and appropriate pathways for training new skills for progress in career and for building a coherent vocational identity (or reconsidering the educational / professional orientation, by approaching alternatives related to the field of study, more appropriate, in cases of erroneous choice of the initial educational path.)

3. in DCOPIS we offer two career guidance sessions per academic year, one for psychological assessment and the other for career counseling.

4. up-to-date advice on the demands and needs of employers on the labor market, with reference to the requested medical specialists / specialties;

5. personal data collected in the process of professional advice and professional guidance are kept confidential, in accordance with Law 213/2004 and its implementing rules and the European GDPR.

8.9. Educational counseling

It is the designed form of psychological intervention to increase the learning capacity and optimize the learning style of students, in relation to the particularities of each, as well as to promote a healthy lifestyle.

1. Educational counseling contains, as appropriate, elements of psycho-pedagogical assistance, cognitive-behavioral intervention, coaching and training, suitable for group counselors, depending on the time and professional limits of applicability.

2. The approach of educational counseling involves the diagnosis of learning style, intervention correction of disadaptive behaviors in learning, learning an effective learning style, strengthening adaptogenic behaviors in learning and strengthening self-efficacy and self-efficacy in relation to their own performance in learning.

3. At the same time, applied to students in the initial years, educational counseling is a prophylactic measure, designed to help reduce dropouts, reduce the incidence of disorders caused by adaptive stress and increase student academic performance.

8.10. Instruments, methods + brief instructions:

Educational counseling uses the psychometric tools of cognitive-aptitude diagnosis for the diagnosis of general and specific learning ability, as well as questionnaires, scales and monitoring grids, behavioral prescriptions designed to strengthen adaptive learning behaviors; it also makes use of techniques specific to group counseling and coaching, in the phases in which personalized interventions are completed.



1. cognitive-behavioral therapy (CBT) uses protocols / the Beck Institute's approach to CBT, for anxiety, depression and chronic medical conditions.
2. the application of CBT for the modification and resolution of clinical symptoms generated by anxiety, depression, adaptation disorders, various psychosomatizations;
3. the application of CBT in situations involving disadaptive psychological states generated by a medical cause;
4. the use of cognitive-behavioral psychotherapy to improve some symptoms, installed following an acute psychodrama or some borderline situations;
5. the use of cognitive-behavioral psychotherapy to improve certain characteristic disorders, personality or psychological vulnerabilities or other psychological problems;
6. a maximum of three CBT therapy sessions for each student accessing psychotherapy services and a maximum of 15 therapy sessions, especially when the student's psychological problem (s) are related to academic activities.
7. CBT augmented with Virtual Reality (VR) for phobias, panic attacks, generalized anxiety disorders and performance anxiety.
8. all data collected from/ in the psychotherapeutic process will be considered confidential, as provided by Law 213/2004 and its enforcement rules. and the European GDPR.

8.11. Educational Coaching

This method can be defined as a psychological approach focused on the personal development and growing, as well as improvement of emotional and academic skills for students.

1. Focus on positive emotions and strengths of students in the way that help students develop new performance skills/behavior in the academic environment.
2. Use of different psychological strategies to help students achieve their personal academic objective, in relation with their personal life values.
3. Use of mindfulness and relaxations techniques in the way that teaches students to develop new efficient techniques for emotional regulations.
4. Coaching augmented with Virtual Reality (VR) for a better control of negative emotions.
5. Application of the mindful action plan for improving the performance of the students, using the framework of SMART objectives.

8.12. Instruments, methods + brief instructions:

Educational Coaching involves the use of questionnaires and scales for establishing a baseline level in various dimensions that facilitate educational involvement, including the level of academic adjustment/flexibility, acceptance of difficult experiences related to the academic context, positive emotions, and acceptance.



1. Educational coaching aims at improving students' coping with stressful academic situations, through the use of acceptance and values-based techniques;
2. The implementation of mindfulness techniques to enhance students' emotional regulation skills;
3. The use of various psychological techniques to facilitate students' flexibility and adjustment to the academic environment;
4. The identification of students' personal life values for increasing their academic motivation;
5. The application of SMART goals framework to improve performance and academic achievement;
6. The elaboration of a specific action plan which incorporates the use of mindfulness and acceptance strategies in the pursuit of values-based personal goals;
7. The implementation of individual and/or group coaching sessions;
8. Coaching interventions augmented with Virtual Reality (VR) for increasing learning competencies;
9. all data collected from/ in the educational coaching process will be considered confidential, as provided by Law 213/2004 and its enforcement rules, and the European GDPR.

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

1. Participation with teaching staff in events to promote UMFST G.E. Palade Târgu Mureș, events that involve direct contact with high school pupils as potential future students.
2. organizing 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 organization of joint actions with the student organizations within UMFST G.E. Palade Târgu Mureș.

Article 10. Organization and programming location

10.1 The activity of DCCGSI will take place in the space of the building of the Counseling and Coaching Center of UMFST G.E. Palade Tg. Mures. Also, the psychotherapy / counseling / career guidance sessions with our students from the UMFST G.E. Palade Tg. Mureș campus will take place here, as well as online meetings for UMCH Hamburg, with an HTTPS security web connection. On the frontispiece of the building will be placed in Romanian, German, Hungarian and English the identification and direction plates.

10.2. **Scheduling an appointment at UMFST** for one of the specific psychological services of DCCGSI consists in sending a message to the e-mail address: department.consiliere@umfst.ro / counseling.medicina.en@umfst.ro. For urgent psychological problems, students studying in Romania can call the number: 0265 215 551 / Interiors 105; 104; 247. All appointments will be confirmed by DCCGSI staff.

10.3. **Scheduling an appointment at UMCH Hamburg** consists in accessing the following website: <https://umch.instructure.com/courses/309/pages/umch-educational-coaching>. For urgent psychological problems, students should send an e-mail at the following e-mail address: counseling.medicina.en@umfst.ro. All appointments will be confirmed by DCCGSI staff.

Article 11. DCCGIS 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 UMFST G.E. PALADE 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.

The Administrative Board of the George Emil Palade University of Medicine and Pharmacy of Târgu Mureș approved this regulation on 11 June 2021 and in 14 June 2021 it comes into force.