

Building 'FUTURES'

Empower future healthcare professionals

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1

PhD project

Why? For what purposes?



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**"The doctor who only knows about
Medicine, knows nothing about Medicine."**

(Abel Salazar, medical doctor, professor, researcher)

2

Why? For what purposes?

Empower Future Healthcare Professionals



Physician Competency Areas at the end of undergraduate medical education according to CanMeds

Medical education should **prepare future doctors** for the reality they will encounter, making them capable of **providing excellent healthcare through high-quality and comprehensive training.**

This training should **promote the acquisition of not only technical-scientific skills but also skills in the dimensions of humanity and citizenship.**

(Council of Medical Schools, 2021)

Why? For what purposes?

Empower Future Healthcare Professionals



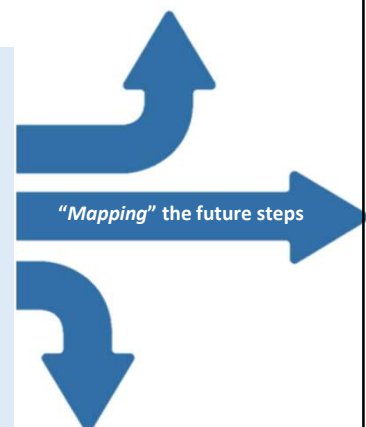
CAREER DEVELOPMENT PROJECT

Individuals need an internal compass to navigate today's protean careers.

... is about helping students to **THINK ABOUT THEIR FUTURE**, to **BUILD their life projects**, understanding...

Who they are, from where they came from, to where they want to go, how and when...

... is about **equipping them with skills** that will help them as future health professionals.



Background



3. Good health and Well-being
4. Quality education
8. Decent Work and Economic growth ...

Research has primarily focused on CAREER MANAGEMENT.

Understanding **WHY** and **FOR WHAT PURPOSES** people self-manage their careers remains understudied.

(Hall et al., 2018, Hirschi & Koen, 2021; Hirschi & Pang, 2023).

More research is needed to:

- **better understand the types of goals/strivings** that individuals pursue to comprehend **what gives direction and meaning to protean careers** (Dik et al., 2008, Hall & Mirvis, 1996).
- **To develop and evaluate interventions in specific groups** - students / groups of professionals (Halstead & Lare, 2018).

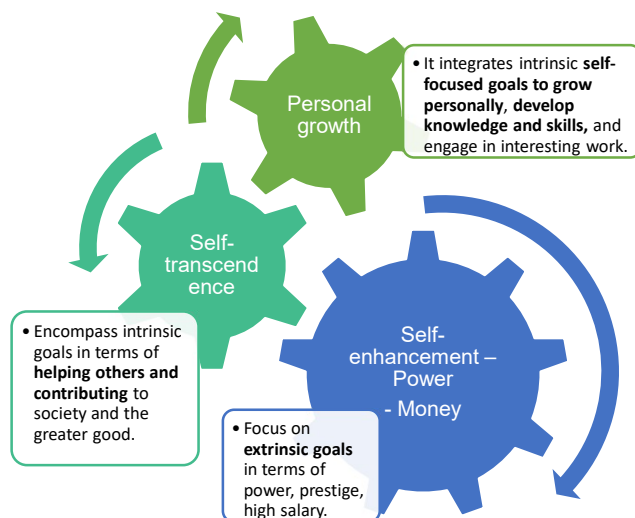
Background CAREER STRIVINGS

"Long-term enduring, **values-related goals** which represent what individuals are characteristically aiming at accomplishing in their careers and the **purpose** or **purposes** that a person is **trying to carry out in their career**." (Hirschi & Pang, 2023)

People **differ significantly in their strivings** (Hall et al., 2018)

Having STRONG CAREER STRIVINGS seem to:

- give meaning and direction to careers
- promote commitment and satisfaction
- promote finding more purpose in life
- impact on the overall wellbeing (Dittmar et al., 2004)



Background

CAREER STRIVINGS| what we need to better understand?



- to what extent career strivings are related to:
 - work outcomes (e.g., career commitment, career satisfaction)
 - life outcomes (e.g., life meaning)
- why individuals have different strivings, how they emerge and change over time
- what are the differential outcomes associated with different career strivings (different profile of strivings)
- Expand this reflections in different cultural contexts

(Hall et al., 2018, Hirschi & Koen, 2021)

Research problem

How can **higher education institutions** better prepare **future healthcare professionals**, and what role can vocational psychology and career guidance play in preparing **these students to build their career path**?

What leads people, especially future healthcare professionals, to **self-manage their careers resiliently and with well-being**?

Research questions

What is the **role of career strivings** in career construction?

What is the **predictive value of career strivings** on well-being and commitment to work in students from different fields of study and healthcare professionals?

How can **vocational interventions** help future professionals in healthcare appraise career strivings and support the development of **more resilient and sustainable careers among** students?

Methodology

1) Sequential Exploratory Design | Mixed Methods

Study 1 "The Career Compass" - Validation of the Career Strivings Questionnaire

Study 2 Focus Group with Healthcare Professionals



2) Advanced Mixed Methods Design - Intervention

Study 3 "Design and Study of the Efficacy of a Multidimensional Career Intervention in Empowering Future Healthcare Professionals"

Study 1 – “The Career Compass” | Validation of the Career Strivings Questionnaire

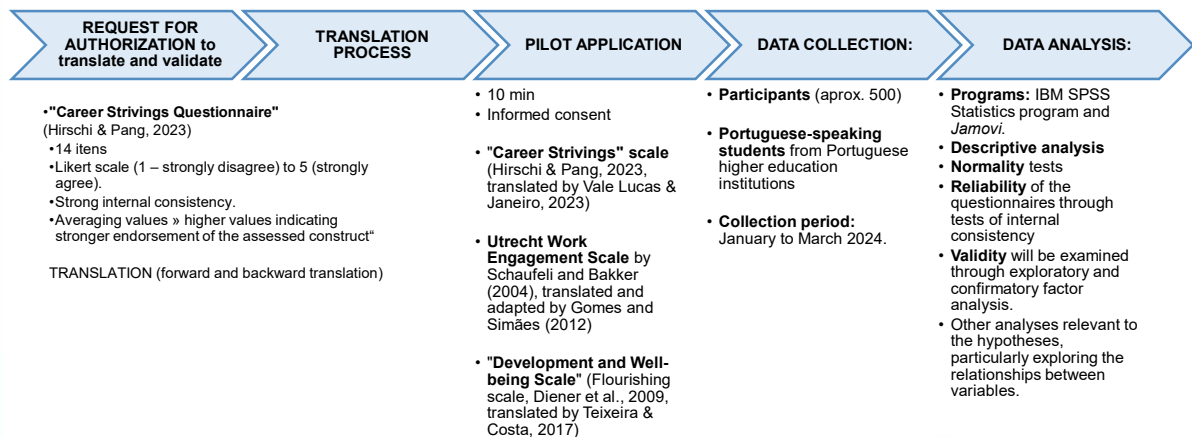


AIMS

1. Conduct the **translation and validation** process for the "Career Strivings Questionnaire" (Hirschi & Pang, 2023) in the Portuguese context with university students (14 itens)
2. Expand the **discussion on the validity of the instrument in other cultural contexts** and deepen the **understanding of the importance of career strivings in building a career aligned with personal values**.
3. Investigate the **predictive value of career strivings** on well-being and commitment to study/work.
4. Contribute to **practical reflections on the applicability of the "career strivings" instrument in individual and/or group interventions**, laying the groundwork for future studies as a mean to help individuals recognize their career aspirations, acting as a motivator and guide for career self-management.

Study 1 – “The Career Compass” | Validation of the Career Strivings Questionnaire

Methodology



Why it *matters*? | Implications of the study

- Contributions to **deepen understanding of the construct of "career strivings"** and its impact on protean career management.
- **Translating and validating** the proposed instrument by Hirschi & Pang (2023) in a different cultural context also facilitates advancements in understanding the relationship between career aspirations, well-being, and commitment to work/study.
- Validating this instrument could be advantageous, as it may serve as a **valid tool for students** to gain a better understanding of what guides them
- The study thus has implications for practice, especially for the **development of individual and/or group career interventions**



References

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