

Employability in Psychology Students: Intervention and Evaluation

Mayara da Cunha Weege^{1*}, Rosana Marques da Silva², Ana Claudia Delfino³

^{1*}Psychology Program, University of Vale do Itajaí (UNIVALI), Itajaí, Brazil

²Graduate Program in Psychology, University of Vale do Itajaí (UNIVALI), Itajaí, Brazil

³Graduate Program in Psychology, University of Vale do Itajaí (UNIVALI), Itajaí, Brazil

^{1st} mayara.weege@edu.univali.br; ^{2nd} marques@univali.br; ^{3rd} anaclaudia@univali.br

¹ <https://orcid.org/0009-0004-0947-5819>; ² <https://orcid.org/0000-0001-7878-1706>; ³ <https://orcid.org/0000-0002-7154-9020>

*Corresponding Author: mayara.weege@edu.univali.br

Abstract— Career interventions are strategies aimed at personal and professional development, promoting assertive decision-making. In the university context, career interventions have promoted the development of employability competencies, supporting the transition from university to the job market. This study aimed to analyze the effects of a career intervention on the employability of students enrolled in a psychology program in southern Brazil. This was a mixed-methods explanatory study with a quasi-experimental design. The participants were seven female undergraduate students in the 7th and 8th semesters of the psychology program, aged 18 to 61 years. They completed a sociodemographic questionnaire, a pre- and post-intervention employability scale, a feedback form, and a semi-structured interview. The intervention consisted of three in-person group sessions. Quantitative data were analyzed using the Reliable Change Index, and qualitative data were examined through content analysis. The competencies developed included self-awareness, networking, and decision-making. Factors associated with competency development included support from the group and from the psychologist, as well as the guidance provided by the psychologist. Suggested improvements included the inclusion of more practical activities.

Keywords— career counseling, employability, higher education, psychology students, vocational psychology

I. INTRODUCTION

Recent research with psychology graduates has highlighted a persistent discrepancy between the content taught in training curricula and the competencies required by the labor market, especially in organizational, educational, and community psychology, contexts that demand social engagement, flexibility, and technical preparedness to deal with complex institutional dynamics [26]. In line with this, documents from the Federal Council of Psychology in Brazil emphasize the urgency of strengthening practical training and integrating education, ethics, and professional reality [6].

Despite important advances, such as the increased inclusion of psychologists in public policies and educational programs, there are still structural challenges in training. These include supervised practices that are insufficiently oriented toward employability, gaps in the integration between psychological assessment and career counseling, and a mismatch between academic expectations and

real professional conditions [5], [23]. This mismatch between training and practice has been recognized as a developmental gap, in which employability competencies remain underdeveloped and fragmented [25].

These limitations reflect a broader process of reconfiguring psychology education in response to social and labor demands that require autonomous, flexible, and technically prepared professionals. In this context, the field of career counseling has taken on a strategic role by proposing evaluative and intervention practices capable of integrating theory, ethics, and practice, thereby promoting the development of competencies essential for entering and remaining in the workforce [10]. Accordingly, there has been an expansion of university-based career services focused on preparing students for the transition from higher education to employment.

Career interventions, conceived as intentional practices grounded in theoretical frameworks, have proven effective in promoting self-awareness,

vocational exploration, and the strengthening of transferable competencies [21], [18]. In the university context, these actions help reduce career barriers and support more consistent professional integration into the workforce. However, systematic reviews point to a scarcity of studies that systematically evaluate the effectiveness and outcomes of these practices [1], [20], limiting the consolidation of evidence-based vocational psychology.

Evaluating career interventions is therefore essential to identify competencies that are effectively developed, improve methodologies, and support curriculum policies aimed at employability. International reports also reinforce this need by conceptualizing employability as a dynamic set of technical and behavioral competencies linked to evolving social and economic contexts [17]. From this perspective, transversal skills such as problem-solving, adaptability, and lifelong learning are highlighted as essential for professionals working in complex and unpredictable markets.

According to Campos, employability comprises four factors: (1) job search efficacy, which includes skills for identifying employment opportunities and attitudes that support job preparation, acquisition, and transition; (2) coping with difficulties, characterized by behaviors and strategies aimed at overcoming obstacles and achieving professional success; (3) optimism, related to self-esteem, extraversion, and job search efficacy, factors that positively influence self-evaluation and employability development; and (4) responsibility and decision-making, encompassing the ability and willingness to assume commitments, remain motivated, and demonstrate reliability and punctuality by fulfilling such commitments diligently [4]. Brazilian research on the subject reinforces this understanding, showing that positive psychological competencies enhance perceived employability and the ability to deal with uncertainty and challenges in the labor market [7], [22].

Complementarily, studies from Latin America and other regions highlight that career barriers and low adaptability hinder professional integration, while

structured interventions promote self-confidence, persistence, and proactive job-search behaviors [8], [11], [12]. Established models such as JOBS II empirically demonstrate that programs focused on employability competencies enhance self-efficacy, reduce career anxiety, and increase success in the transition from university to work [27].

Given this context, the present study aimed to evaluate the effects of a career intervention on the employability of psychology students, seeking to: (a) identify students' expectations regarding the intervention; (b) verify differences in employability dimensions between pre- and post-tests; (c) describe competencies developed from participants' perspectives; (d) identify factors associated with these competencies; and (e) gather suggestions for improving the intervention.

II. METHOD

This study employed a mixed-methods approach, with an explanatory nature and a quasi-experimental design. The project was submitted to and approved by a research ethics committee (CAEE 91354325.6.0000.0120). This study is part of a larger research project funded by the *Fundação de Amparo à Pesquisa e Inovação do Estado de Santa Catarina (FAPESC)*.

A. Participants

The sample consisted of seven undergraduate psychology students enrolled in the 7th and 8th semesters at a Brazilian university. Participation was voluntary, and an informed consent form was signed by each participant.

Participants were all female and aged 20 to 25 years, except for one 61-year-old participant. Most were single ($n = 6$) and without children, while one was married and had children. All attended evening classes. Their professional status included paid internships ($n = 4$), a research scholarship ($n = 1$), salaried employment ($n = 1$), and no employment ($n = 1$). Four had one to two years of professional experience, while the others had more than two years. Only one participant held a prior undergraduate degree.

B. Team

The program was led by a psychologist, aged 35, with over 10 years of experience in organizational psychology, working in human resources subsystems with a focus on human and organizational development. The program also included a psychology undergraduate research assistant who supported activity facilitation, data collection, and session documentation.

C. Instruments

Sociodemographic questionnaire: developed specifically for this study, with the aim of characterizing the participants' personal, academic, and professional profiles. The instrument contained 14 closed-ended and multiple-choice questions on variables such as age, gender, marital status, and academic and professional trajectory, as well as on the interest in participating in the intervention.

Employability scale: used to assess employability competencies before and after the intervention. The instrument consists of 57 items rated on a four-point scale. The scale comprises four dimensions: (a) job search efficacy; (b) coping with difficulties; (c) optimism; and (d) responsibility and decision-making. The total score is obtained by summing the items, with higher scores indicating greater perceived employability. The instrument presents evidence of validity and psychometric reliability [3], [4], [22].

Feedback form: at the end of each session, a “what worked, what did not, and what could be improved” technique was applied, used as a participatory evaluation instrument [28]. This technique promotes reflection and the improvement of practices, in line with the principles of formative evaluation [15], [16].

Semi-structured interview guide: developed to deepen the understanding of the participants' experience in the intervention. The instrument consisted of six open-ended questions addressing experience, competencies developed, perceived changes, associated factors, and suggestions for improvement.

D. Intervention

The intervention, titled “PsicoAção: Employability in Focus,” was structured into three in-person modules and extracurricular activities, totaling 20 hours. The program was based on employability dimensions [3], [4] and included self-descriptive exercises, workshops, group discussions, and simulations (Table II). The objectives of each session were, respectively, to promote self-awareness and reflection on factors that influence professional trajectories; to encourage responsibility and conscious career decision-making; to develop effective job search and professional positioning strategies; to strengthen coping strategies for professional challenges; and to raise awareness of the development of career planning.

TABLE DESCRIPTION OF THE INTERVENTION

Session	Dimension	Content and strategies
1 - Your career: you are responsible for making it happen!	Responsibility and decision-making	Self-awareness, locus of control, and proactivity; group discussions, reflective exercises, and diary entries
2 - Stand out in your job search!	Job search efficacy	CV, professional profile, and interviews; practical workshops, role-play using the STAR technique, and development of a professional pitch
3 - Face the challenges of professional life!	Coping with difficulties / optimism	Career barriers, coping, and cognitive restructuring; career tree, group discussions, and development of a career plan

E. Data collection procedures

The study was advertised in classrooms and via institutional email. The initial instrument, made available through Google Forms, included the

informed consent form, the sociodemographic questionnaire, and the employability scale (pre-test), totaling 413 respondents. Of these, 24 participants who had taken part in a career intervention in the previous 12 months were excluded.

A total of 389 participants from the pre-test were invited to the intervention, and 70 signed up to participate. However, only nine attended the first session, of whom seven completed the intervention. At the end of each session, the reflective feedback instrument was administered. After the intervention was concluded, participants completed the employability scale again (post-test). One week later, individual online interviews were conducted. These lasted approximately 20 minutes, and confidentiality was ensured.

F. Data analysis procedures

Differences between pre- and post-tests were analyzed using the Reliable Change Index (RCI), with values ≥ 1.96 indicating significant change [9].

Qualitative data were analyzed using content analysis techniques, including initial reading, categorization, and interpretation [2], guided by formative evaluation principles [15], [16]. Categories included expectations, competencies developed, associated factors, and suggestions for improvement.

III. RESULTS

First, we will describe the workshops that were part of the employability intervention. Next, we will present the quantitative and qualitative results related to the evaluation of the intervention.

A. Workshop 1

The activity began with introductions by the instructor and the participants, followed by a discussion on skills and employability, the program's focus. A brainstorming session on the topic revealed a range of perspectives, including doubts, expectations, uncertainties, and new beginnings. With the aim of promoting self-awareness and reflection on career paths, concepts such as self-awareness and locus of control were addressed. Next, the participants constructed a "career tree," mapping out their strengths, values, career paths, and future possibilities, which they later shared with the group. Next, the persona "Ana" was created, symbolically representing the group's experiences and perceptions: a young woman in the early stages of her professional development,

marked by insecurities, but also by creativity and the potential for transformation.

The activities fostered a sense of belonging, the acknowledgment of insecurities and self-imposed pressures, as well as the appreciation of strengths and possibilities. As an assignment, the participants planned a career decision aligned with their values, purpose, and current life stage. The feedback indicated that the session promoted self-awareness, a sense of belonging, and reflection on their careers, while also highlighting interest in further sessions and practical activities.

B. Workshop 2

Continuing the process, the reflections from the previous week were revisited, with an emphasis on changes in how participants think about their careers, a greater sense of responsibility, and attention to their own professional choices. The session focused on developing effective job search strategies. Topics such as setting professional goals, types of employment (internships, trainee programs, among others), and channels for finding opportunities were addressed.

Practical guidance was also provided on resume writing, using LinkedIn, building a portfolio, developing a professional pitch, and the importance of networking. The discussion was complemented by videos featuring psychologists working in different fields, providing concrete examples of professional trajectories and challenges. As a practical activity, a competency-based mock interview was conducted in groups of three, allowing participants to take on the roles of interviewer, candidate, and observer, with a focus on communication and organizing their experiences. Reflections indicated an expansion of knowledge about fields of practice, greater familiarity with employability tools, and increased confidence for selection processes. As an assignment, participants were asked to develop a professional pitch. In their feedback, they highlighted the practical usefulness of the meeting, the learning of new tools, and, once again, the need for more meetings and applied activities.

C. Workshop 3

Next, the pitches were presented and discussed, highlighting difficulties related to insecurity and limited experience with selection processes. The instructor emphasized the importance of confronting limiting beliefs and building self-confidence. The session addressed the themes of coping with difficulties and optimism. Discussions involved beliefs, self-sabotaging thoughts, imposter syndrome, and feelings of guilt associated with productivity, highlighting the pressure to perform in academic life. Strategies for coping, resilience, and realistic optimism were explored, emphasizing the importance of addressing challenges without avoiding them, but rather strengthening one's ability to cope. In a practical activity, participants identified limiting beliefs, shared them in a group, performed reframing exercises, and set short-term professional goals. The discussion was enriched by videos featuring psychology professionals, who presented

challenges similar to those already experienced by the participants, reinforcing the persistence of these issues as they enter the job market. Reflections pointed to greater awareness of insecurities, the need to reframe beliefs, and the importance of coping strategies. Feedback highlighted the group's welcoming atmosphere, the space for exchange and support, and reiterated the demand for more meetings and practical activities.

D. Evaluation of the Intervention

Upon evaluating the pre-test and post-test results of the seven participants of the employability intervention, statistically significant changes were found only in the results of one student (P2), in the dimensions of job search efficacy and coping with difficulties. Negative values in the Reliable Change Index (RCI) were found in all four dimensions for P6 and in the dimension of job search efficacy for P7. The results are presented in Table II.

TABLE III PRE-TEST AND POST-TEST RESULTS – EMPLOYABILITY SCALE

Case	Measure	Pre-test	Post-test	RCI (1.96)	α	Normative M	data SD
P1	JSE ^a	2.23	1.72	-2.55	0.91	1.91	0.47
	CD ^b	2	1.7	-1.10	0.7	2.16	0.35
	OT ^c	3	2	-4.45	0.87	1.58	0.44
	RD ^d	2.6	1.8	-2.89	0.82	2.35	0.46
P2	JSE	2.27	2.36	0.45	0.91	1.91	0.47
	CD	2	2.3	1.10	0.7	2.16	0.35
	OT	2.8	2.8	0	0.87	1.58	0.44
	RD	2.4	2.5	0.36	0.82	2.35	0.46
P3	JSE	1.72	1.72	0	0.91	1.91	0.47
	CD	1.2	1.5	1.10	0.7	2.16	0.35
	OT	1.75	1.7	-0.22	0.87	1.58	0.44
	RD	1.5	1.3	-0.72	0.82	2.35	0.46
P4	JSE	2.68	1.9	-3.91	0.91	1.91	0.47
	CD	1.6	1.4	-0.73	0.7	2.16	0.35
	OT	2.1	1.9	-0.89	0.87	1.58	0.44
	RD	2.6	2.6	0	0.82	2.35	0.46
P5	JSE	2	2.54	2.70	0.91	1.91	0.47
	CD	1	1.9	3.31	0.7	2.16	0.35
	OT	2.3	2.5	0.89	0.87	1.58	0.44
	RD	2.1	2.2	0.36	0.82	2.35	0.46
P6	JSE	2.22	2.14	-0.40	0.91	1.91	0.47
	CD	1.2	1.2	0	0.7	2.16	0.35
	OT	2.3	2.3	0	0.87	1.58	0.44
	RD	2.1	2.2	0.36	0.82	2.35	0.46
P7	JSE	2.31	1.86	-2.25	0.91	1.91	0.47
	CD	2.5	2.4	-0.36	0.7	2.16	0.35

	OT	2.7	2.5	-0.89	0.87	1.58	0.44
	RD	2.4	2.4	0	0.82	2.35	0.46

Note: a) Job search efficacy; b) Coping with difficulties; c) Optimism; d) Responsibility/decision-making.

M = mean; SD = standard deviation; α = Cronbach's alpha.

E. Expectations

Participants' expectations included preparation for integration into the workforce and professional positioning (e.g., "Learn more about how to position myself professionally," P5); personal and professional development (e.g., "I want to better understand my skills and what I can offer," P4); greater clarity regarding future objectives (e.g., "Have more clarity about the paths I can follow after graduation," P3); and exploring possible areas of practice in psychology (e.g., "Better understand the areas of practice and career possibilities in psychology," P6).

F. Competencies developed

The main competencies developed were self-awareness (e.g., "I learned to observe myself in terms of what I am doing well and not compare myself to others so much," P1); networking (e.g., "It was a nice place to network [...] we felt welcomed," P2); and confidence and greater clarity in decision-making (e.g., "I felt confident in the path I was taking," P3; "It helped me to be calmer, I am following my path," P7).

G. Factors associated with the competencies developed

The participants highlighted the support provided by the psychologist and the group (e.g., "[...] we felt welcomed," P2); the bond established (e.g., "Getting together and knowing that everyone is in the same boat also helps a little," P7); the guidance provided by the instructor (e.g., "I can use the tips that were given in interviews and in my CV," P4); and the methodology used (e.g., "The fact that it was done in a circle made all the difference, it didn't feel like a class," P5; "In the tree drawings I was able to gain more clarity about the resources I have and where I want to get to," P6) as the main factors that favored the development of competencies.

H. Suggestions for improvement

As suggestions for future interventions, the students pointed out the implementation of more practical activities, such as CV development and the use of LinkedIn (e.g., "I would like more 'hands-on' moments (CV, LinkedIn, pitch, simulations)," P4); a greater number of meetings (e.g., "Increase in workload, deeper exploration of themes and practical activities," P3); interest in greater approximation with professionals and areas of practice (e.g., "I would have liked to find out where to start in less common areas of psychology," P6); and continuity of the project within the institutional context, such as a curricular component, internship, or extension activity (e.g., "It's a shame that this project is not part of the curriculum, the undergraduate experience would be very different with a space for listening and career guidance," P1).

IV. DISCUSSION

The present study aimed to evaluate the effects of a career intervention on the employability of psychology students from a local institution. Although the quantitative data indicated statistically significant changes in the results of only one participant, the qualitative analysis reveals that the intervention played a fundamental role in the development of employability competencies and in promoting a more critical stance in the labor market.

The divergence between the Reliable Change Index (RCI) and the participants' reports can be understood given the nature of the employability construct, which involves both technical and psychosocial resources. While the scores may have been affected by a ceiling effect, since some participants began the intervention with high averages that could be associated with their previous experiences in internships and jobs [29], [30], the interviews demonstrated that the intervention acted as a trigger for reflections on self-awareness and decision-making.

The distinct positive results observed for P2 corroborates the literature indicating that students in

transitional phases and with less professional experience tend to be more sensitive to career interventions [1], [20]. For this profile, the program offers tools that directly impact the self-perception of job search efficacy. On the other hand, the case of P6, who presented a negative RCI, illustrates the challenge of aligning expectations in heterogeneous groups. Her previous trajectory as a teacher, her age of 61, and the fact that she is in a second undergraduate program may have generated a more critical evaluation of the proposal, demonstrating that standardized interventions may not fully reach individuals with more established professional trajectories [19].

Another relevant finding was the reduction in job search efficacy scores among three participants. Far from representing a setback, this phenomenon can be interpreted as a gain in realism and critical awareness [1], [11]. By becoming aware of the complexity of selection processes and the gaps in their training, the students revised previously overly optimistic perceptions, moving toward a more accurate evaluation of their own limitations. This “reality shock” is a stage predicted in interventions that promote career exploration and self-awareness [1], [20], [21].

Furthermore, the qualitative analysis allowed a direct association between the competencies perceived by the participants and the employability dimensions proposed by Campos [3], [4]. The responsibility and decision-making dimension was associated with gains in self-awareness. Job search efficacy was related to networking and communication. Coping with difficulties was reflected in greater confidence and resilience. Optimism was manifested in confidence about the professional future.

With regard to facilitating factors, group support and the instructor’s expertise were fundamental. The group discussion methodology enabled the creation of a safe space for the exchange of experiences, essential for strengthening socioemotional competencies. Relational support and networking proved to be relevant for reducing career anxiety, as evidenced in intervention models. In addition, the participants’ desire for more practical activities

reinforces the importance of integrating emotional support and practical guidance.

The suggestions for improvement presented by the students align with the 70:20:10 learning model, which proposes that most competency development comes from practical experience and social interaction [14]. In this sense, the development of employability requires greater emphasis on applied experiences [14], [13].

The lack of practical moments and the suggestion of including the program in the curriculum highlight a training gap in psychology [1], [5], [25]. Thus, preparation for the labor market should be understood as an institutional commitment [6].

Finally, this study contributes to the consolidation of evidence-based vocational psychology by adopting a mixed methodological approach for evaluating interventions [10], [20], [24]. Although the short duration of the intervention limited broader quantitative gains, the impact observed in participants’ confidence and career planning demonstrates the effectiveness of the program as a mediating tool in the transition from university to the job market.

V. CONCLUSIONS

The results indicate that the intervention aimed at developing employability among psychology students produced meaningful effects within the context studied. Overall, qualitative findings indicate subjective gains related to self-awareness, expanded networking, and greater clarity in decision-making processes. At the same time, an increase in critical thinking and realism was observed among participants, which may have contributed to reductions in scores across certain quantitative dimensions. This does not necessarily reflect a negative change, but rather a more realistic perception of their own competencies.

As a contribution, the study reinforces the importance of career interventions in the university context, especially in psychology training, by demonstrating that such actions favor the development of competencies essential for professional integration into the workforce, even if not always immediately captured by quantitative

instruments. These interventions make it possible to expand reflection on academic and professional trajectories, promoting greater clarity regarding career interests, values, and objectives.

In the practical and institutional sphere, relevant implications are highlighted, pointing to the need for higher education institutions to invest in systematic, continuous programs integrated into academic training, whether through the curriculum, internships, or extension projects. Preparation for the job market should be understood as an institutional commitment, contributing to reducing the training gap. Furthermore, the adoption of methodologies that integrate theory and practice is recommended, with emphasis on models such as 70:20:10, which prioritize practical experiences and social learning, enhancing the transfer of competencies to real contexts.

Despite the contributions, some limitations should be considered. The short duration of the intervention, associated with the density of the content addressed, may have been insufficient to promote more expressive changes in quantitative measures, especially in competencies that require more time to develop. In addition, the small sample size and its restriction to a single institution limit the generalization of the results, along with the limited inclusion of practical activities throughout the intervention.

Given this, future research should invest in interventions with greater duration, expansion of the number of participants, and diversification of formats, including comparisons between in-person and online modalities. It is also recommended to systematically incorporate long-term practical and reflective components, as well as the use of more robust methodological strategies, such as the Reliable Change Index (RCI), aiming to strengthen evidence production in vocational psychology in the Brazilian context.

Finally, the relevance of initiatives that articulate personal, academic, and professional development is highlighted, contributing to the training of psychologists better prepared for the contemporary challenges of the job market [21], [5].

ACKNOWLEDGEMENT

This study was funded by the Foundation for Research and Innovation of the State of Santa Catarina (FAPESC), Public Call No. 09/2024 – Women + Research + 1st Edition.

REFERENCES

1. M. P. Bardagi and P. Albanaes, "Avaliação de intervenções vocacionais no Brasil: uma revisão da literatura," *Revista Brasileira de Orientação Profissional*, vol. 16, no. 2, pp. 123–135, 2015.
2. L. Bardin, *Análise de conteúdo*, rev. ed., Lisboa: Edições 70, 2011.
3. K. C. L. Campos, *Escala de empregabilidade: manual técnico*, São Paulo: Vetor, 2010.
4. K. C. L. Campos, "Escala de empregabilidade: construção e evidências de validade," *Tese de Doutorado*, Universidade de Brasília, Brasília, 2011.
5. K. C. L. Campos, *Competências de empregabilidade: desenvolvimento e avaliação*, São Paulo: Vetor, 2023.
6. Conselho Federal de Psicologia, *Referências técnicas para a atuação de psicólogas(os) em Psicologia Organizacional e do Trabalho*, Brasília, 2022.
7. C. M. Gonçalves and J. P. Silva, "Capital psicológico e percepção de empregabilidade em universitários brasileiros," *Revista Psicologia: Organizações e Trabalho*, vol. 23, no. 1, pp. 41–55, 2023.
8. J. Hincapié Pinzón et al., "Barreiras à carreira e saúde mental de estudantes de pós-graduação," *Revista Brasileira de Orientação Profissional*, vol. 21, no. 2, pp. 189–201, 2020.
9. N. S. Jacobson and P. Truax, "Clinical significance: a statistical approach to defining meaningful change in psychotherapy research," *Journal of Consulting and Clinical Psychology*, vol. 59, no. 1, pp. 12–19, 1991.
1. Knabem, M. A. Ribeiro, and M. C. Almeida, "Aconselhamento de carreira socioconstrucionista," in *Investigação e práticas em orientação de carreira: cenário 2023*, pp. 270–279, 2023.
2. Lo Presti and S. Pluviano, "Looking for a route in turbulent waters: Employability as a compass for career success," *Organizational Psychology Review*, vol. 6, no. 2, pp. 192–211, 2016.
10. Lo Presti et al., "Employability development during internships: A three-wave study on a sample of psychology graduates in Italy,"

- Journal of Career Development, vol. 50, no. 6, pp. 1155–1171, 2023.
11. T. Loli et al., "Modelos de aprendizaje y el desarrollo de competencias universitarias para la transformación socioeducativa," *Clío. Revista de Historia*, vol. 5, no. 10, pp. 282–314, 2025.
 12. M. M. Lombardo and R. W. Eichinger, *The career architect development planner*, 1st ed., Lominger, 1996.
 13. C. Luckesi, *Avaliação da aprendizagem escolar*, 7th ed., São Paulo: Cortez, 1998.
 14. C. Luckesi, *Avaliação da aprendizagem: o que é? como se faz?*, São Paulo: Cortez, 2005.
 15. Organisation for Economic Co-operation and Development, *OECD Skills Outlook 2023*, Paris: OECD Publishing, 2023.
 16. R. C. Reardon et al., *Career development and planning*, 6th ed., Kendall Hunt, 2019.
 17. P. Salvador, R. A. M. Ambiel, and G. H. Martins, "Career Adapt-Abilities Scale (CAAS-Brasil)," *Psico-USF*, vol. 28, no. 1, pp. 13–29, 2023.
 18. L. M. Sampaio et al., "Intervenções em orientação profissional: Uma revisão sistemática," *Revista Brasileira de Orientação Profissional*, vol. 25, no. 1, pp. 67–81, 2024.
 19. M. L. Savickas, "Career construction theory and practice," in *Career development and counseling*, 2nd ed., Wiley, pp. 147–183, 2013.
 20. J. M. B. Silva, K. C. L. Campos, and C. M. Ribeiro, "Avaliação em orientação profissional e de carreira," *Revista Brasileira de Orientação Profissional*, vol. 25, no. 1, pp. 45–58, 2024.
 21. L. M. Silva and M. P. Bardagi, "Inserção profissional e desafios na formação em Psicologia," *Psicologia em Estudo*, vol. 29, 2024.
 22. R. M. Silva, I. N. Luna, and P. M. S. Cardoso, "Avaliação de intervenções de carreira com adultos," *Revista Brasileira de Orientação Profissional*, vol. 23, no. 1, pp. 79–90, 2022.
 23. B. Soares and A. M. Estevão, "Desafios contemporâneos na formação do psicólogo," *Psicologia: Ciência e Profissão*, vol. 41, 2021.
 24. A. L. Vieira and A. B. Soares, "Percepção de egressos sobre a formação generalista," *Psicologia Escolar e Educacional*, vol. 27, 2023.
 25. D. Vinokur, R. H. Price, and Y. Schul, "Efficacy of job-search workshops," *Journal of Occupational Health Psychology*, vol. 28, no. 3, pp. 231–247, 2023.
 26. Antunes, *Manual de técnicas de dinâmica de grupo, de sensibilização e de ludopedagogia*, Petrópolis: Vozes, 2014.
 27. Jackson and C. Cameron, "The role of extra-/co-curricular activities and work on law graduates' initial employment outcomes," *Higher Education Research & Development*, to be published. doi: 10.1080/07294360.2025.2482807.
 28. P. A. Mendes and S. A. P. Bastos, "Mobilização para a empregabilidade a partir do ensino superior: fatores internos e externos," *SciELO Preprints*, to be published. doi: 10.1590/SciELOPreprints.11747.