Teaching Guide				
Identifying Data				2018/19
Subject (*)	Career guidance		Code	652511217
Study programme	Mestrado Universitario en Psicopedagoxía			
Descriptors				
Cycle	Period	Year	Type	Credits
Official Master's Degree	2nd four-month period	First	Optional	4.5
Language	SpanishGalician			
Teaching method	Face-to-face			
Prerequisites				
Department	Didácticas Específicas e Métodos de Investigación e Diagnóstico en Educación			
Coordinador	Espiñeira Bellon, Eva Maria	E-mail	eva.espineira@udc.es	
Lecturers	Espiñeira Bellon, Eva Maria	E-mail	eva.espineira@udc.es	
Web	http://www.educacion.udc.es/index.php?pagina=asignatura&codigo=652511217&grupo=			
General description	The professional orientation has important implications for school and socio-labor intervention. Its institutional development will be characterized, interventions applicable to different contexts and target persons will be planned and evaluated, taking into account a critical and transformative attitude towards different approaches (gender, ICTs, ...).			

Study programme competences	
Code	Study programme competences
A1	Planificar programas, proxectos e servizos de intervención para a mellora dos membros da comunidade educativa, aplicables a diferentes contextos e grupo destinatario.
A4	Capacidade para coordinar, facilitar e impulsar a utilización de medios e recursos didácticos e multimedia favorecedores de atención á diversidade
A6	Dominar o marco lexislativo que regula o funcionamento das diversas institucións e adoptar un marco teórico de referencia que ampare os criterios de selección dos diferentes instrumentos e estratexias de diagnóstico, intervención e avaliación.
A7	Potenciar a xustiza curricular mediante o uso de estratexias didácticas respectuosas coa diversidade social, cultural e ambiental, analizando criticamente a experiencia histórica de exclusión educativa, e elaborando as adaptacións do currículo que garantan unha perspectiva inclusiva da educación
A12	Comprender a necesidade de incorporar o enfoque de xénero e deseñar propostas de orientación profesional que integren esta dimensión
B3	Capacidade de resolución de problemas
B4	Capacidade de aplicar coñecementos na práctica psicopedagóxica
B6	Traballar de forma autónoma e con iniciativa
B8	Comportarse con ética e responsabilidade social como cidadán e como profesional
B10	Que os estudantes saiban aplicar os coñecementos adquiridos e a súa capacidade de resolución de problemas en contornos novos ou pouco coñecidos dentro de contextos más amplos (ou multidisciplinares) relacionados coa súa área de estudo.
B11	Que os estudantes sexan capaces de integrar coñecementos e enfrontarse á complexidade de formular xuízos a partir dunha información que, sendo incompleta ou limitada, inclúa reflexións sobre as responsabilidades sociais e éticas vinculadas á aplicación dos seus coñecementos e xuízos.
B13	Que os estudantes posúan as habilidades de aprendizaxe que lles permitan continuar estudando dun modo que haberá de ser en gran medida autodirixido ou autónomo.
C3	Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida
C4	Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común
C6	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse

Learning outcomes

Learning outcomes	Study programme competences		
Understand the theoretical, conceptual and legal bases of professional guidance and assess its implications for intervention.	AJ6		
Characterize the institutional development of career guidance and analyze its current situation.	AJ6	BC3 BC4 BC6 BC10 BC11 BC13	CC4
Analyze the sociopolitical functions of professional guidance and reflect on the possibilities and characteristics of a professional orientation for change that affects a non-discriminatory practice.	AJ7 AJ12		
Plan and evaluate interventions applicable to different contexts and recipients.	AJ1 AJ4 AJ12	BC4	
Know the different areas of application of ICT in professional guidance and know how to use them.		BC10 BC11	CC3 CC6
Understand the need to incorporate the gender approach and design professional guidance proposals that integrate the gender dimension.	AJ7 AJ12	BC3 BC6 BC8	
Acquire a critical and transformative attitude before the problems of professional orientation.	AJ7		CC4 CC6

Contents	
Topic	Sub-topic
Topic 1. Conceptual delimitation and theoretical bases of professional orientation.	1.1. Processes, target persons and intervention contexts. 1.2. Principles of intervention. 1.3. The programs as an intervention strategy: contents of the professional guidance programs.
Topic 2. The orientation for the transition from the educational world to the working world.	2.1. Tutoring and academic and professional guidance: needs, approaches, levels. 2.2. The academic and professional orientation in the different educational stages. 2.3. The advising council. 2.4. Examples of sequences of sessions in programs of academic and professional orientation.
Topic 3. Professional orientation with unemployed people.	3.1. Concept of work and employment: social and personal value. 3.2. Vulnerable groups: factors that hinder access to the business. 3.3. The employability 3.4. Advice and tools for employment: channels, contacts, presentation techniques, the selection process (tests, interview), time organization. 3.5. Monitoring and evaluation tools. 3.6. Good practices developed in the orientation process with vulnerable groups.
Topic 4. The personalized insertion itineraries as intervention methodology.	4.1. The orientation as the driving axis of the insertion itineraries. 4.2. The insertion process: the interview, the diagnosis, the professional objective and the professional project (competences and professional qualification). 4.3. How to elaborate the personal project (tools to improve the self-knowledge, establish the professional objective, elaborate the personal project).
Topic 5. ICT and professional orientation: areas of use.	5.1. Repercussion of ICT in the guiding processes. 5.2. Use of ICT in educational and professional orientation actions. 5.3. Applicability of ICT in the guiding field. 5.4. New digital roles of professional guidance professionals.

Topic 6. Professional orientation with a gender focus: purposes and guidelines for its integration.	6.1. Gender in the construction of professional identity. 6.2. The influence of gender in academic and professional decision making. 6.3. How to help combat stereotypes and prejudices. 6.4. Analysis of professional orientation experiences that incorporate the gender perspective.

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Supervised projects	A1 A6 A7 A12 B3 B4 B6 B10 B13 C6	6	24	30
Document analysis	A12 B6 B11 B13 C4 C6	3	6	9
Guest lecture / keynote speech	A6 B11 B13 C3 C4 C6	3.5	7	10.5
Case study	A1 A4 A6 A7 A12 B3 B4 B6 B8 B10 B11 B13 C3 C4 C6	6	0	6
Long answer / essay questions	A6 B3 B4 B10 B11	6	21	27
Collaborative learning	A1 A6 A7 A12 B3 B4 B6 B10 B13 C6	4	8	12
ICT practicals	A4 B3 B4 B6 B10 C3 C6	3	0	3
Personalized attention		15	0	15
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	Description
Supervised projects	Methodology designed to promote the autonomous learning of the students, under the tutelage of the teaching staff and in varied scenarios (academic and professional). It is referred primarily to the learning of "how to do things." It constitutes an option based on the assumption by the students of the responsibility for their own learning. This teaching system is based on two basic elements: the independent learning of the students and the monitoring of that learning by the teacher-tutor. The students will make a proposal for learning-service (ApS): educational proposal that combines learning processes and service to the community in a single project, in which the participants are trained by working on real needs of the contour in order to improve it. In the context of the curricula of the UDC, the ApS proposal will be made, if possible, within the framework of the different subjects of the degree, coordinating with the teaching staff responsible for them.
Document analysis	Methodological technique that involves the use of audiovisual and / or bibliographic documents (fragments of documentary reports or films, current news, graphic panels, photographs, biographies, articles, legislative texts, etc.) relevant to the subject matter with specific activities designed for the analysis of them. It can be used as a general introduction to a topic, as an application tool for case studies, for the explanation of processes that can not be observed directly, for the presentation of complex situations or as a synthesis of theoretical or practical contents.

Guest lecture / keynote speech	Oral presentation complemented with the use of audiovisual media and the introduction of some questions addressed to the students, in order to transmit knowledge and facilitate learning. The master class is also known as "lecture", "expository method" or "master lesson". This last modality is usually reserved for a special type of lesson given by a teacher on special occasions, with a content that supposes an original elaboration and based on the almost exclusive use of the word as a way of transmitting the information to the audience.
Case study	Methodology where the subject faces the description of a specific situation that poses a problem that has to be understood, valued and solved by a group of people, through a process of discussion. The students are faced with a specific problem (case), which describes a real situation of professional life, and must be able to analyze a series of facts, referring to a particular field of knowledge or action, to reach a reasoned decision through a process of discussion in small work groups.
Long answer / essay questions	Test in which we seek to respond in writing to questions of a certain amplitude, assessing that the expected response is provided, combined with the ability to reason (argue, relate, etc.), creativity and critical thinking. It is used for the diagnostic, formative and summative evaluation. It allows to measure the skills that can not be evaluated with objective tests such as the student's capacity for criticism, synthesis, comparison, writing and originality; so it implies a broad and deep study of the contents, without losing sight of the set of ideas and their relationships.
Collaborative learning	Set of teaching-learning procedures guided in person and / or supported by information and communication technologies, which are based on the organization of the class into small groups in which students work together to solve tasks assigned by teachers to optimize their own learning and that of the other members of the group.
ICT practicals	Methodology that allows students to effectively learn, through practical activities (demonstrations, simulations, etc.) the theory of a field of knowledge, through the use of information technology and communications. The TIC suppose an excellent support and channel for the treatment of the information and practical application of knowledge, facilitating the learning and the development of abilities on the part of the alumnado.

Personalized attention	
Methodologies	**Description**
Supervised projects Collaborative learning Case study Long answer / essay questions ICT practicals	The mentioned methodologies are complemented with sessions of tutorials (personalized attention) to consult doubts and help in the resolution of the proposed works.

Assessment			
Methodologies	**Competencies**	**Description**	**Qualification**
Supervised projects	A1 A6 A7 A12 B3 B4 B6 B10 B13 C6	The students will make a proposal for learning-service (ApS): educational proposal that combines learning processes and service to the community in a single project, in which the participants are trained by working on real needs of the contour in order to improve it. In the context of the curricula of the UDC, the ApS proposal will be made, if possible, within the framework of the different subjects of the degree, coordinating with the teaching staff responsible for them.	50
Case study	A1 A4 A6 A7 A12 B3 B4 B6 B8 B10 B11 B13 C3 C4 C6	The students will face the description of specific situations that raise a problem that has to be understood, valued and solved by a group of people, through a discussion process. The students are faced with a specific problem (case), which describes a real situation of professional life, and must be able to analyze a series of facts, referring to a particular field of knowledge or action, to reach a reasoned decision through a process of discussion in small work groups.	30

Long answer / essay questions	A6 B3 B4 B10 B11	Test in which we seek to respond in writing to questions of a certain amplitude, assessing that the expected response is provided, combined with the ability to reason (argue, relate, etc.), creativity and critical thinking. It is used for the diagnostic, formative and summative evaluation. It allows to measure the skills that can not be evaluated with objective tests such as the student's capacity for criticism, synthesis, comparison, writing and originality; so it implies a broad and deep study of the contents, without losing sight of the set of ideas and their relationships.	20

Assessment comments
ASSISTANT PUPIL: it will be considered assistant students to those who present a maximum of 20% of absences during the course; For this reason, the faculty may ask the students to sign a sheet both at the entrance and at the exit. Up to 20% of the classes can be developed through lectures, lectures, attendance at seminars that do not have to coincide with the usual schedule of classes, but that assistance will be necessary for students considered as face-to-face. The students will be able to justify their lack of attendance. The copies of the supervised work and case studies (80% of qualification) will be sent electronically and, if not possible, do not use plastics, choose double-sided printing, use recycled paper and avoid printing drafts. It must make a sustainable use of resources and the prevention of negative impacts on the natural environment. The importance of ethical principles related to the values ??of sustainability in personal and professional behaviors must be taken into account. The maximum delivery time will be the week following the end of the classes. The students will also make a written test of all the contents set in the teaching guide of the subject (20% of the grade). NON ASSISTANT STUDENTS: Students who are not part of any group, do not perform the corresponding practices (supervised work and case studies) or do not attend classes regularly, will be considered non-attending students. Students who have a 20% absence of attendance will be considered as non-attendant and must present the resolution of assigned tasks for supervised work and case studies compulsorily individually (which must be evaluated as eligible within 80% of the grade) and perform a written test of all the contents set in the teaching guide of the subject (20% of the grade). NOTE: The UDC regulates the enrollment of part-time students, criteria that will also be taken into account by the faculty, so it will be necessary for students with this type of dedication regime to inform the faculty and agree on the manner in which that the teaching-learning process will be developed.

Sources of information	
Basic	- Álvarez González, M. (2013). Bases teórico-prácticas de la orientación profesional. Madrid: UNED - Echeverría Samanés, B. (2008). Orientación profesional. Barcelona: Editorial UOC - Cobos Cedillo, A. (2012). La orientación profesional y la búsqueda de empleo. Experiencias innovadoras y técnicas de intervención que facilitan la inserción laboral. Barcelona: Editorial Grao - Izquierdo Rus, T. (2010). Los nuevos retos del mercado laboral: una perspectiva desde la orientación profesional. Úbeda: Editorial Amarantos - Manzanares, A. y Sanz C. (2012). Situación actual y desafíos de la orientación: repensando la orientación en el ámbito educativo. Madrid: Walters Kluwer Educacion - Martínez Clares, P. (2002). La orientación psicopedagógica: modelos y estrategias de intervención. Madrid: EOS - Rodríguez Moreno, M.L. (2011). Orientación profesional no sexista: teoría y práctica. Saarbrücken: Editorial Académica Española - Sánchez García, M.F. (2013). Orientación profesional y personal (libro electrónico). Madrid: UNED - Santana Vega, L.E. (2013). Orientación profesional. Madrid: Síntesis - Sobrado Fernández, L.M. y Cortés Pascual, A. (2009). Orientación profesional: nuevos escenarios y perspectivas. Madrid: Biblioteca Nueva Para cada tema proporcionarase bibliografía e webgrafía específica.
Complementary	

Recommendations
Subjects that it is recommended to have taken before
Subjects that are recommended to be taken simultaneously
Subjects that continue the syllabus
Other comments

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.