



## Information about the subject

**Degree:** Bachelor of Science Degree in Psychology

**Faculty:** Faculty of Psychology

**Code:** 292050 **Name:** -Occupational Guidance

**Credits:** 6,00 **ECTS Year:** The course is not offered this academic year **Semester:** 1

**Module:** OPTIONAL

**Subject Matter:** Educational psychology **Type:** Elective

**Field of knowledge:** Ciencias de la salud

**Department:** Basic, Social, and Neuropsychology

**Type of learning:** Classroom-based learning / Online

**Languages in which it is taught:**

**Lecturer/-s:**



## Module organization

### OPTIONAL

Subject Matter	ECTS	Subject	ECTS	Year/semester
Health psychology	84,00	-Clinical Neuropsychology	6,00	0, 4/1
		-Disorders of Eating Behavior	6,00	3, 4/1
		-Health Psychology	6,00	3, 4/1
		-Legal Psychology	6,00	0, 4/1
		-Main Models of Intervention in Psychotherapy	6,00	This elective is not offered in the academic year 25/26
		Mediation and familiar orientation	6,00	3, 4/1
		-New Directions in Psychotherapy	6,00	This elective is not offered in the academic year 25/26
		-Prevention and Treatment of Addictive Behavior	6,00	0, 2, 3/1
		-Psychogerontology	6,00	This elective is not offered in the academic year 25/26
		-Psychology of the Chronic Disease and of Rehabilitation	6,00	This elective is not offered in the academic year 25/26
		-Psychology, Grieving and Palliative Care	6,00	4/1



Health psychology		-Psychopharmacology	6,00	4/1
		Sleeping disorders	6,00	4/1
		-Therapy Techniques and Behavior Modification	6,00	This elective is not offered in the academic year 25/26
Transversal psychology	42,00	Anthropology of the Person and Health	6,00	This elective is not offered in the academic year 25/26
		Basic Social and Emotional Skills for Professional Practice of Psychology	6,00	This elective is not offered in the academic year 25/26
		History and Philosophy of the Family	6,00	This elective is not offered in the academic year 25/26
		-Psychology of Religion	6,00	This elective is not offered in the academic year 25/26
		Psychology, and Information and Communication Technologies	6,00	This elective is not offered in the academic year 25/26
		-Qualitative Research Methodology	6,00	This elective is not offered in the academic year 25/26
		Scientific English II	6,00	This elective is not offered in the academic year 25/26



Educational psychology	48,00	-Affective Linkages in the Life Cycle	6,00	This elective is not offered in the academic year 25/26
		Development of Cognitive Skills	6,00	This elective is not offered in the academic year 25/26
		Education for Interculturality	6,00	This elective is not offered in the academic year 25/26
		Educational Intervention for Students with Special Educational Needs	6,00	This elective is not offered in the academic year 25/26
		-Occupational Guidance	6,00	This elective is not offered in the academic year 25/26
		Preventive Intervention and Early Stimulation	6,00	2, 3/1
		-School Psychology	6,00	2, 3/1
		Strategies and Tools for Effective Learning	6,00	This elective is not offered in the academic year 25/26
Psychology of work and human resources	42,00	-Cooperative Work in Interdisciplinary Teams	6,00	This elective is not offered in the academic year 25/26
		-Intervention Techniques in Human Resources	6,00	This elective is not offered in the academic year 25/26



Psychology of work and human resources		Interview and Psychological Counselling	6,00	This elective is not offered in the academic year 25/26
		Management of the Work Climate in Organisations	6,00	3/1
		Mediation and Intervention in Family Businesses	6,00	This elective is not offered in the academic year 25/26
		-Negotiation and Conflict Resolution	6,00	0, 4/1
		-Psychology of Communication	6,00	2/1
Community psychology and social intervention	54,00	Family and Aid to Dependency	6,00	2, 3/1
		Intervention and Organisation of Socio-cultural Events	6,00	This elective is not offered in the academic year 25/26
		-Psychology of Conflict and Violence	6,00	2/1
		-Psychology of Criminality	6,00	3/1
		-Psychology of Physical Activity and Sport	6,00	This elective is not offered in the academic year 25/26
		-Psychology of Social Intervention	6,00	This elective is not offered in the academic year 25/26
		-Psychology of the Media	6,00	This elective is not offered in the academic year 25/26



Community psychology and social intervention		Psychosocial Intervention in Disasters and Emergencies	6,00	3/1
		-Social Support Theory and Strategies	6,00	This elective is not offered in the academic year 25/26
Speech therapy psychology	30,00	Acquisition and Development of Language	6,00	This elective is not offered in the academic year 25/26
		Assessment of Language, Speech and Voice	6,00	0/1
		-Language and Hearing Disorders	6,00	0/1
		Linguistic Analysis of Language Disorders	6,00	This elective is not offered in the academic year 25/26
		-Speech and Voice Disorders	6,00	This elective is not offered in the academic year 25/26

### Recommended knowledge

Prior knowledge is not required.

### Prerequisites

El alumno deberá cursar un mínimo de 30 ECTS de Optatividad entre las asignaturas activadas en el curso académico.



## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Know the main concepts, theories and models of Psychology in the educational field
- R2 Being able to design appropriate psychological intervention plans in the different contexts of the field of educational psychology



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

SPECIFIC	Weighting			
	1	2	3	4
CE4 Analyzing and measuring variables (personality, intelligence and other aptitudes) and cognitive, emotional, psychobiological and behavioral processes .				X
CE5 Identifying differences, problems and needs.				X
CE15 Defining objectives and devising action plans according to action goals. (prevention, treatment, rehabilitation, insertion, support).		X		
CE24 Analyzing and interpreting assessment results.		X		

TRANSVERSAL	Weighting			
	1	2	3	4
CT3 Mastering Spanish oral and written communication.			X	
CT9 Capacity to work in team.				X
CT12 Interpersonal skills.			X	
CT16 Capacity to develop and update competences, skills and knowledge following professional standards.			X	





## Assessment system for the acquisition of competencies and grading system

### In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
	60,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
	20,00%	Presentation of practical activities.
	10,00%	Oral presentation of assignments.
	10,00%	Group assignments.

### Observations

The student must pass separately the different evaluation systems (attendance and active participation, practices and exam)' to pass the course.

Criteria for the awarding of Honor Grades "Evidence of levels of excellence in all competencies and learning outcomes"

### Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
	70,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
	5,00%	Periodical assessment through questionnaires
	25,00%	Attendance and participation in synchronic communication activities.

### Observations

The student must pass separately the different evaluation systems (attendance and active participation, practices and exam)' to pass the course.

Criteria for the awarding of Honor Grades "Evidence of levels of excellence in all competencies and learning outcomes"



In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Teacher presentation of contents, competency analysis, explanation and demonstration of capacities, abilities and knowledge in the classroom (presential modality).
- M2 Teacher-supervised groupwork sessions: case studies, diagnostic tests, problems, fieldwork, IT room, visits, data searches, libraries, web, Internet, etc. Building knowledge significantly through interaction and student activities (presential modality).
- M3 Supervised monographic sessions with shared participation.
- M4 Application of interdisciplinary knowledge.
- M6 Personalized attention in small groups. Training and/or orientation period by a teacher aimed at revising and discussing the materials and topics presented in the lessons, seminars, lectures, assignments, etc.
- M7 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M8 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and/or tutoring sessions in small groups. Tasks done on the platform or other virtual spaces.



- M9 Students' independent study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and /or small-group tutoring sessions. Tasks on the platform or other virtual spaces.
- M11 Teacher presentation of contents, competencies analysis, explanation and demonstration of capacities, abilities and knowledge on the virtual classroom.
- M12 Group work sessions via chat moderated by the teacher. Case studies –both real and fictional– aimed at building knowledge through interaction and students' activities . Critical analysis of values and social commitment.
- M13 Monographic sessions throughout the course, focused on current aspects and applications of the subject.
- M14 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M15 Student's individual study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or turned in in electronic format.
- M16 Individualized attention for the monitoring and orientation in the learning process, performed by a tutor in order to revise and discuss the materials and topics, seminars, readings and assignments, etc.
- M17 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or handed in.
- M18 Participation and contributions to discussion forums related to the subject and moderated by the module's teacher.
- M19 Problem resolution, comments, reports to be handed in according to the deadlines throughout the course.



## IN-CLASS LEARNING

### IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
<b>ON-CAMPUS CLASS</b> Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1, M2, M6	R1, R2	35,00	1,40
<b>PRACTICAL CLASSES</b> Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity. M2, M6	R1, R2	20,00	0,80
<b>GROUP WORK EXHIBITION</b> Application of multidisciplinary knowledge. M2, M6	R1, R2	5,00	0,20
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
<b>GROUP WORK</b> Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M7	R1, R2	70,00	2,80
<b>INDEPENDENT WORK</b> Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform. M7	R1, R2	20,00	0,80
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>

## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11	R1, R2	35,00	1,40
Virtual practical session (distance learning) M12, M17, M19	R1, R2	25,00	1,00
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M14, M15	R1, R2	40,00	1,60
Teamwork (distance learning) M12, M17, M19	R1, R2	50,00	2,00
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
UNIT 1: SELF-KNOWLEDGE IN PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"><li>- Conceptual framework and historical development of Professional Guidance</li><li>- Vocational maturity- Emotional Intelligence- Self-efficacy and self-esteem- Planning and decision making</li></ul>
UNIT 2: JOB SEEKING	<ul style="list-style-type: none"><li>- Employability, professional project and skills</li><li>- Definition of employability</li><li>- Definition of professional competences</li><li>- Generic competences and specific competences</li><li>- The National System of Qualifications and Vocational Training</li><li>- Advantages and disadvantages of the different professional options</li><li>- Active search versus passive job search</li><li>- Decision making in the job search</li><li>- Job search techniques and instruments</li><li>- The curriculum vitae</li><li>- Job interview</li></ul>
UNIT 3: JOB CONTRACT AND PROFESSIONAL RELATIONS	<ul style="list-style-type: none"><li>- Labor law and worker representation</li><li>- The employment relationship</li><li>- The employer's obligations</li><li>- The employment contract: concept, types and conditions of work</li><li>- The permanent contract</li><li>- The temporary contract</li><li>- The contract for training and apprenticeship</li><li>- Working conditions: salary, working time and work break</li><li>- Trial period, formalization, modification, suspension and termination of the employment contract</li></ul>



## Temporary organization of learning:

Block of content	Number of sessions	Hours
UNIT 1: SELF-KNOWLEDGE IN PROFESSIONAL DEVELOPMENT	10,00	20,00
UNIT 2: JOB SEEKING	10,00	20,00
UNIT 3: JOB CONTRACT AND PROFESSIONAL RELATIONS	10,00	20,00

## References

- González Acedo, J. C., and Pérez Aroca, R. (2015). Training and career counseling. Madrid, Spain: Ediciones Paraninfo, S.A.
- López Romero, A., Molina Muñoz, J. A., de la Nava Loro, I. M., Gómez Burgos, L., Villasana Terradillos, M., González García, N., & López Selas, S. (2016). Vocational Guidance. (I. M. de la Nava Loro, Ed.). Madrid: Tomillo Foundation.
- PÉREZ BOULLOSA, A. and BLASCO CALVO, P. (2010): Guidance and Professional Insertion. Fundamentals and trends. Valencia: Nau Llibres.
- FERNÁNDEZ, A. and BLASCO, M. (2012): Job search strategies. Madrid: CEF.
- MONTANÉ, J. (1993): Occupational Orientation. Barcelona: CEAC.
- Argyropoulou, E. P., Sidiropoulou-Dimakakou, D., & Besevegis, E. G. (2007). Generalized self-efficacy, coping, career indecision, and vocational choices of senior high school students in Greece: Implications for career guidance practitioners. *Journal of Career Development*, 33(4), 316-337.
- Gysbers, N. C., Heppner, M. J., & Johnston, J. A. (2009). Career counseling: Contexts, processes, and techniques (3rd ed.). American Counseling Association.