

Academic Year/course: 2022/23

63319 - Areas of Educational Guidance and Psychopedagogical Counseling

Syllabus Information

Academic Year: 2022/23

Subject: 63319 - Areas of Educational Guidance and Psychopedagogical Counseling

Faculty / School: 107 - Facultad de Educación

Degree: 584 -

604 -

ECTS: 6.0

Year: 1

Semester: First semester

Subject Type: Optional

Module:

1. General information

1.1. Aims of the course

The subject and its expected results respond to the following approaches and objectives: The general objective is to contribute decisively to the construction of the professional identity of educational guidance in the different areas, based on four specific objectives:

Know the functions assigned to their role in the different areas and work scenarios.

Analyze the general and specific skills in the different areas for quality professional performance, with particular emphasis on communicative skills.

Apply the ethical component of commitment to people to the exercise of their functions. Contrast theories and models from their meaning to articulate professional functions.

2. Learning goals

2.1. Competences

BASIC AND GENERAL

CG02 - Promote a formative and stimulating coexistence in the classroom, contribute to the development of students at all levels and guide them academically and professionally, based on their social and family psychological characteristics

CG03 - Promote and tutor the student learning process, in a reflexive, critical way, based on the most relevant principles and theories about the student learning process and how to enhance it

CB6 - Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context

CB8 - That students are able to integrate knowledge and face the complexity of formulating judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments

CB10 - That students have the learning skills that allow them to continue studying in a way that will be largely self-directed or autonomous

TRANSVERSAL

CT01 - Capacity for reflection and decision-making in the personal, intellectual and social spheres

CT02 - Ability to integrate and apply knowledge to form judgments and solve problems CT03 - Development of self-esteem

CT05 - Development of self-motivation

CT06 - Development of autonomous learning capacity CT08 - Capacity for empathy

SPECIFIC COMPETENCES

CEOE16 - Know the processes of curricular development and the elaboration of institutional plans to participate with the management teams and the coordination bodies in their design and application

CEOE21 - Know, select, design and apply information strategies and plans and career guidance for the transition to the labor market and employability

CEOE23 - Know and analyze the characteristics, organization and operation of educational guidance and psycho-pedagogical counseling services that operate at the different levels of the educational system (Infant, Primary, ESO, FP and Baccalaureate)

CEOE24 - Identify demands, establish objectives and participate in the design of intervention plans in accordance with the results of the institutional analysis of educational centers and related systems

CEOE25 - Collaborate in the establishment of collaborative work structures with teachers and other members of the school community, as well as with other professionals who intervene in educational centers

CEOE26 - Coordinate actions in the area or sector with all educational agents and other services, with special attention to social, health and labor services for a coordinated intervention
CEOE31 - Critically analyze the conceptual and ideological approaches of socio-educational inclusion and exclusion
CEOE32 - Identify the barriers and facilitators of inclusive education both in the school and in the rest of the contexts that influence the development and education of students
CEOE33 - Design and implement, in collaboration with the school community, attention to diversity measures that guarantee the presence, participation and learning of all students

2.2. Learning goals

1. Identify the functions of the educational guidance professional in their professional practice.
2. Differentiate the performance of the educational guidance professional in the different guidance services and structures for the comprehensive development of all students.
3. Understand the references necessary to support and develop counseling in teaching-learning processes, tutorial action and academic-professional guidance.
4. Analyze and assess alternatives to institutional models of educational orientation

3. Assessment (1st and 2nd call)

3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

Continuous assessment

Evaluation portfolio that will collect evidence in relation to the following areas. It will be necessary to pass with at least 5 out of 10:

Orientation process related to teaching-learning processes.

Orientation process in the tutorial action.

Evidence on an academic-professional orientation process.

The portfolio will account for 70% of the total grade. It will be necessary to pass, with at least 5 out of 10.

Overall evaluation

Oral defense of the resolution of a case referring to the areas of educational guidance worked on in this subject. It will be necessary to pass with at least 5 out of 10

Global test and second call

The global tests will be the same as those required for the rest of the students, with the same criteria and levels of demand.

Fifth and sixth call

Fifth and sixth call students must be aware that their evaluation is carried out before a court, and they cannot waive this right. However, they may choose, upon request, to take the test together with the rest of the students in the group and subsequently place it in an envelope for delivery to the court (art. 23 of the Agreement of December 22, 2010, of the Governing Council, by which the Regulation of Learning Assessment Standards of the University of Zaragoza is approved)

Total or partial fraud or plagiarism in any of the evaluation tests will lead to the subject failing with the minimum grade, in addition to the disciplinary sanctions that the guarantee commission adopts for these cases.

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The methodology will be active and varied, in order to facilitate the integration of theory with practice, as well as the professional vision of the contents. The program will be developed through case resolution, real advice proposals, service-learning, debates, analysis of resources and oral defenses

4.2. Learning tasks

Master classes Practical classes Directed work Individual study
Visits to educational centers or centers of interest for the development of the subject.

The approach, methodology and evaluation of this guide is prepared to be the same in any teaching scenario. They will be adjusted to the socio-sanitary conditions of each moment, as well as to the indications given by the competent authorities.

4.3. Syllabus

The functions of the educational guidance professional, in their professional practice, according to political-administrative and theoretical trends

Guidance services and structures for the comprehensive development of all students. Collaborative advice in teaching-learning processes.

The advice in the tutorial action from a perspective of global citizenship. Academic-professional orientation.

4.5. Bibliography and recommended resources

<https://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=63319>