

Advanced Master's Degree Educational and Career Guidance

Accreditation/Membership





Advanced Master's Degree Educational and Career Guidance

- » Modality: online
- » Duration: 2 years
- » Certificate: TECH Global University
- » Accreditation: 120 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/education/advanced-master-degree/advanced-master-educational-career-guidance

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01

Introduction to the Program

Educational and Career Guidance plays a crucial role in the comprehensive development of individuals, helping them make informed decisions about their academic and career paths. According to the OECD, educational systems that integrate solid guidance programs manage to reduce school dropout rates by up to 25%, while significantly improving employment opportunities. In a globalized context, where labor market demands evolve rapidly, having highly skilled professionals in this field is more necessary than ever. For this reason, TECH has created this 100% online postgraduate program as a response to this need. As a result, specialists will master diversity management, the design of personalized plans, and the use of technological tools.





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A comprehensive and 100% online program, exclusive to TECH, with an international perspective backed by our membership in the Association for Teacher Education in Europe”

Educational and Career Guidance is essential because it acts as a guide, enabling individuals to make informed decisions aligned with their interests, skills, and life goals. In this way, these disciplines stand out as a transformative process that empowers individuals, fosters sound decision-making, and contributes to the development of more equitable, competitive societies that are better prepared to face the challenges of both the present and the future.

Aware of the importance of this field, TECH has designed this Advanced Master's Degree in Educational and Career Guidance, which will cover the most relevant aspects of this area. Through advanced and multidimensional training, topics such as diversity management, psychopedagogical assessment, the design of personalized guidance plans, and the use of emerging technologies in professional practice will be explored. Moreover, special attention will be given to the development of interpersonal skills, which are essential for success in this field. As a result, professionals will be qualified to work in educational institutions, guidance centers, professional consultancies, and governmental agencies.

TECH will offer this program in a 100% online format, allowing students to balance their studies with other responsibilities. This will also be complemented by the Relearning methodology, based on the strategic repetition of key concepts, knowledge optimization, and consolidation of learning. Lastly, academic resources will be available 24 hours a day, providing continuous access tailored to individual needs.

Furthermore, thanks to TECH's membership in the **Association for Teacher Education in Europe (ATEE)**, professionals will have access to specialized academic journals and discounts on publications. They will also be able to attend webinars or conferences at no cost and receive linguistic support. Additionally, they will be included in the ATEE consultancy database, thereby expanding their professional network and gaining access to new opportunities.

This **Advanced Master's Degree in Educational and Career Guidance** contains the most complete and up-to-date educational program on the market.

The most important features include:

- ♦ The development of practical cases presented by experts in Education
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Special emphasis on innovative methodologies in Educational and Career Guidance
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



Your future begins here! With TECH, you will have access to an updated curriculum designed for flexible and dynamic training. This is how you will stand out in a field full of opportunities”

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This university program will offer you a curriculum backed by a prestigious faculty. You will be trained by leaders in the field and become a reference in academic and career guidance”

A postgraduate program designed for your professional success! You will discover an innovative methodology and a comprehensive syllabus that covers everything from guidance techniques to career development strategies.

Innovation and flexibility within your reach. Get ready to transform your career from anywhere in the world!

Its teaching staff includes professionals from the field of education, who bring to this program the experience of their work, as well as recognized specialists from reference societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive learning experience designed to prepare for real-life situations.

This program is designed around Problem-Based Learning, whereby the student must try to solve the different professional practice situations that arise throughout the program. For this purpose, the professional will be assisted by an innovative interactive video system created by renowned and experienced experts.



02

Why Study at TECH?

TECH is the world's largest online university. With an impressive catalog of more than 14,000 university programs available in 11 languages, it is positioned as a leader in employability, with a 99% job placement rate. In addition, it relies on an enormous faculty of more than 6,000 professors of the highest international renown.



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*Study at the world's largest online university
and guarantee your professional success.
The future starts at TECH”*

The world's best online university, according to FORBES

The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer it provides, the selection of its teaching staff, and an innovative learning method oriented to form the professionals of the future".

Forbes

The best online university in the world

The most complete
syllabus

The most complete syllabuses on the university scene

TECH offers the most complete syllabuses on the university scene, with programs that cover fundamental concepts and, at the same time, the main scientific advances in their specific scientific areas. In addition, these programs are continuously updated to guarantee students the academic vanguard and the most demanded professional skills. and the most in-demand professional competencies. In this way, the university's qualifications provide its graduates with a significant advantage to propel their careers to success.

The best top international faculty

TECH's faculty is made up of more than 6,000 professors of the highest international prestige. Professors, researchers and top executives of multinational companies, including Isaiah Covington, performance coach of the Boston Celtics; Magda Romanska, principal investigator at Harvard MetaLAB; Ignacio Wistumba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

TOP
international faculty



The most effective methodology

A unique learning method

TECH is the first university to use Relearning in all its programs. This is the best online learning methodology, accredited with international teaching quality certifications, provided by prestigious educational agencies. In addition, this innovative academic model is complemented by the "Case Method", thereby configuring a unique online teaching strategy. Innovative teaching resources are also implemented, including detailed videos, infographics and interactive summaries.

The world's largest online university

TECH is the world's largest online university. We are the largest educational institution, with the best and widest digital educational catalog, one hundred percent online and covering most areas of knowledge. We offer the largest selection of our own degrees and accredited online undergraduate and postgraduate degrees. In total, more than 14,000 university programs, in ten different languages, making us the largest educational institution in the world.

World's No.1
The World's largest online university

The official online university of the NBA

TECH is the official online university of the NBA. Thanks to our agreement with the biggest league in basketball, we offer our students exclusive university programs, as well as a wide variety of educational resources focused on the business of the league and other areas of the sports industry. Each program is made up of a uniquely designed syllabus and features exceptional guest hosts: professionals with a distinguished sports background who will offer their expertise on the most relevant topics.

Leaders in employability

TECH has become the leading university in employability. Ninety-nine percent of its students obtain jobs in the academic field they have studied within one year of completing any of the university's programs. A similar number achieve immediate career enhancement. All this thanks to a study methodology that bases its effectiveness on the acquisition of practical skills, which are absolutely necessary for professional development.



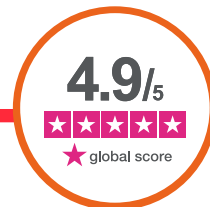
Google Premier Partner

The American technology giant has awarded TECH the Google Premier Partner badge. This award, which is only available to 3% of the world's companies, highlights the efficient, flexible and tailored experience that this university provides to students. The recognition not only accredits the maximum rigor, performance and investment in TECH's digital infrastructures, but also places this university as one of the world's leading technology companies.



The official online university of the NBA

TECH is the official online university of the NBA. Thanks to our agreement with the biggest league in basketball, we offer our students exclusive university programs, as well as a wide variety of educational resources focused on the business of the league and other areas of the sports industry. Each program is made up of a uniquely designed syllabus and features exceptional guest hosts: professionals with a distinguished sports background who will offer their expertise on the most relevant topics.



The top-rated university by its students

Students have positioned TECH as the world's top-rated university on the main review websites, with a highest rating of 4.9 out of 5, obtained from more than 1,000 reviews. These results consolidate TECH as the benchmark university institution at an international level, reflecting the excellence and positive impact of its educational model.



Leaders in employability

TECH has become the leading university in employability. Ninety-nine percent of its students obtain jobs in the academic field they have studied within one year of completing any of the university's programs. A similar number achieve immediate career enhancement. All this thanks to a study methodology that bases its effectiveness on the acquisition of practical skills, which are absolutely necessary for professional development.

03 Syllabus

The syllabus of this university program has been carefully designed to cover all dimensions of educational and career guidance. In this way, specialists will address modules related to vocational development, career planning, intervention in diverse educational contexts, and the use of technology to enhance counseling processes. Additionally, they will delve into key areas such as diversity management, emotional management in the guidance process, and the dynamics of the global labor market, ensuring a comprehensive and up-to-date preparation.





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This Advanced Master's Degree will guarantee an unmatched educational experience, focused on preparing you to lead the future of Educational and Career Counseling”

Module 1. Learning and Personality Development

- 1.1. Introduction: Relationship between Learning and Development, Education and Culture
 - 1.1.1. Introduction
 - 1.1.2. The Common Concept of Psychological Development
 - 1.1.3. An Alternative to the Common Concept of Psychological Development: the Social and Cultural Nature of Development
 - 1.1.4. The Role of Education in Psychological Development
 - 1.1.5. Schooling as an Essential Context for Psychological Development
 - 1.1.6. Essential Social Factors in Learning
 - 1.1.7. Stages of Development
 - 1.1.8. Key Developmental Processes
- 1.2. Conceptions of Learning and Learner Development
 - 1.2.1. Concept of Learning
 - 1.2.2. Main Theories of Learning and Development
 - 1.2.2.1. Theories of Psychoanalysis
 - 1.2.2.1.1. Freud's Theory
 - 1.2.2.1.2. Erikson's Psychosocial Theory
 - 1.2.2.2. Behaviorist Theories
 - 1.2.2.2.1. Pavlov's Classical Conditioning Theory
 - 1.2.2.2.2. Skinner's Operating Conditioning Theory
 - 1.2.2.3. Cognitive Theories
 - 1.2.2.3.1. Information Processing Theory
 - 1.2.2.3.1.1. Robert Gagné's Instructional Theory
 - 1.2.2.3.2. Constructivism
 - 1.2.2.3.2.1. Verbal-Meaningful Learning Theory of Dr. Ausubel
 - 1.2.2.3.2.2. Jean Piaget's Genetic Epistemology
 - 1.2.2.3.2.3. Lev Vygotsky's Sociocultural Cognitive Theory
 - 1.2.2.3.2.4. Jerome Bruner's Discovery Learning
 - 1.2.2.4. Socio-Cognitive Theories
 - 1.2.2.4.1. Bandura's social-Cognitive Theory
- 1.3. Characterization of the Adolescence Stage: Physical and Sexual Development
 - 1.3.1. Puberty and Adolescence
 - 1.3.1.1. Puberty
 - 1.3.1.2. Adolescence
 - 1.3.2. Psychological Effects of Puberty
 - 1.3.3. Early Developing Adolescents and Late Developing Adolescents
 - 1.3.3.1. Precocious Puberty
 - 1.3.3.2. Delay of Puberty
 - 1.3.4. Changing Patterns of Sexual Behavior
 - 1.3.5. The Context and Timing of Adolescent Sexual Behavior
 - 1.3.6. Love Affair and Intimacy
- 1.4. Psychological Dimensions related to School Learning: Social and Moral Development
 - 1.4.1. Main Socializing Agents
 - 1.4.1.1. The Family
 - 1.4.1.1.1. The Concept of Family
 - 1.4.1.1.2. The Adolescent and their Family
 - 1.4.1.2. The Peer Group
 - 1.4.1.3. Educational Centers
 - 1.4.1.4. The Media
 - 1.4.2. Risks of Social Media
 - 1.4.3. Development of Moral Concepts. Various Theoretical Models
 - 1.4.3.1. Piaget
 - 1.4.3.2. Kohlberg
 - 1.4.4. Factors Influencing Adolescent Moral Development
 - 1.4.4.1. Differences Between Genders
 - 1.4.4.2. Intelligence
 - 1.4.4.3. At Home
 - 1.4.4.4. Friends

- 1.5. Psychological Dimensions Related to School Learning: Intelligence
 - 1.5.1. The Advent of Formal Thinking
 - 1.5.1.1. Characteristics of Formal Thinking
 - 1.5.1.2. Hypothetic-Deductive Thinking and Propositional Reasoning
 - 1.5.2. Criticisms to Piaget's View
 - 1.5.3. Cognitive Changes
 - 1.5.3.1. The Development of Memory
 - 1.5.3.1.1. Sensory Memory
 - 1.5.3.1.2. Short-Term Memory (STM)
 - 1.5.3.1.3. Long-Term Memory (LTM)
 - 1.5.3.2. The Development of Memory Strategies
 - 1.5.3.3. The Development of Metacognition
 - 1.5.3.3.1. The Development of Metacognition
 - 1.5.3.3.2. Knowledge and Metacognitive Control
 - 1.5.4. Intelligence
 - 1.5.4.1. Cattell's Fluid and Crystallized Intelligence
 - 1.5.4.2. Sternberg Triarchic Theory
 - 1.5.4.3. Gardner's Multiple Intelligences
 - 1.5.4.4. Goleman's Emotional Intelligence
 - 1.5.4.5. Wechsler Scale
- 1.6. Psychological Dimensions related to School Learning: Identity, Self-Concept, and Motivation
 - 1.6.1. Self-Concept
 - 1.6.1.1. Definition of Self-Concept
 - 1.6.1.2. Factors Associated with the Development of Self-Concept
 - 1.6.2. Self-Esteem
 - 1.6.3. Theoretical Approaches to Identity Development
 - 1.6.3.1. Different Ways of Elaborating Identity
 - 1.6.4. Motivation and Learning
- 1.7. The Teaching-Learning Process in Adolescence: General Principles
 - 1.7.1. Ausubel's Theory of Meaningful Verbal Learning
 - 1.7.1.1. Types of Learning in the School Context
 - 1.7.1.2. What is Already Known and the Desire to Learn: Conditions for Constructing Meaning
 - 1.7.1.3. The Processes of Assimilation of New Contents
 - 1.7.1.4. A Review of the Theory Thirty Years Later
 - 1.7.2. Processes of Knowledge Construction: The Constructivist Theory of Teaching and Learning
 - 1.7.2.1. School Education: A Social and Socializing Practice
 - 1.7.2.2. The Construction of Knowledge in the School Context: The Interactive Triangle
 - 1.7.2.3. The Processes of Knowledge Construction and the Mechanisms of Educational Influence
 - 1.7.3. Why Do Only Humans Have Education?
- 1.8. The Teaching-Learning Process in Adolescence: Knowledge Construction in the Classroom and Teacher-Student Interaction
 - 1.8.1. Teacher Effectiveness
 - 1.8.2. Teaching Styles
 - 1.8.3. Teaching Models
 - 1.8.4. The Role of the Teacher
 - 1.8.5. Expectations of the Teacher and the Student
- 1.9. The Teaching-Learning Process in Adolescence. Processes of Knowledge Construction and Peer-to-Peer Interaction
 - 1.9.1. Peer Interaction and Cognitive Development
 - 1.9.2. Cooperative Learning
 - 1.9.2.1. The Use of Cooperative Learning as a Didactic Method

- 1.10. Attention to Diversity and Educational Needs in the Adolescence Stage
 - 1.10.1. Historical Background
 - 1.10.2. The Warnock Report
 - 1.10.3. The Concept of Special Educational Needs
 - 1.10.4. The Causes of SEN
 - 1.10.5. Classification of SEN
 - 1.10.6. Learning Difficulties Resulting from Motor, Visual, and Auditory Disabilities. Educational Intervention
 - 1.10.7. Learning Difficulties Resulting from Autism (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Intellectual Disability, and High Abilities. Educational Intervention
 - 1.10.8. Behavioral Disorders in Childhood and Adolescence
 - 1.10.8.1. Epidemiology and Risk Factors for Behavioral Disorders
 - 1.10.8.2. Clinical Features and Forms of Presentation
 - 1.10.9. Main Manifestations of Behavioral Disorders
 - 1.10.9.1. Attention Deficit Hyperactivity Disorder (ADHD)
 - 1.10.9.2. Disocial Disorder (DD)
 - 1.10.9.3. Oppositional Defiant Disorder (ODD)
 - 1.10.10. An Example of an Instrument to Detect Behavioral Disorders in the Classroom
 - 1.10.11. Proposals for Therapeutic Intervention in the Classroom
 - 1.10.11.1. Attention Deficit Hyperactivity Disorder (ADHD)
 - 1.10.11.2. Oppositional Defiant Disorder (ODD) and Disocial Disorder (DD)
- 1.11. Relationships in Adolescence and Conflict Management in the Classroom
 - 1.11.1. What is Mediation?
 - 1.11.1.1. Types of Mediation
 - 1.11.1.1.1. School Mediation
 - 1.11.1.1.2. Family Mediation
 - 1.11.1.2. Insight Theory
 - 1.11.1.3. The Enneagram
 - 1.11.2. Strengths and Weaknesses of Implementing a Mediation Program

- 1.12. Principle of Personalized Education and Forms of Action
 - 1.12.1. Historical Evolution of Special Education
 - 1.12.1.1. The United Nations (UN)
 - 1.12.1.2. The Universal Declaration of Human Rights (UDHR)
 - 1.12.2. The Localization Dilemma
 - 1.12.3. Educational Inclusion
 - 1.12.4. The Dilemma of Differences
 - 1.12.5. Personalized Education
 - 1.12.6. Personal Learning Design
 - 1.12.7. Conclusions
 - 1.12.7.1. Learning by Doing

Module 2. Society, Family, and Education

- 2.1. The Guidance Function of the Educational Center
 - 2.1.1. Educational Counselling
 - 2.1.1.1. Introduction
 - 2.1.1.2. Concept of Educational Guidance
 - 2.1.1.3. Guidance Functions in the Educational Center
 - 2.1.1.4. Origin of Educational Guidance
 - 2.1.1.5. Areas of Intervention
 - 2.1.1.5.1. Career Guidance
 - 2.1.1.5.2. Development Guidance
 - 2.1.1.5.3. School Guidance
 - 2.1.1.5.4. Guidance in the Attention to Diversity
 - 2.1.1.6. Intervention Models
 - 2.1.1.6.1. Counseling Model
 - 2.1.1.6.2. Services Model
 - 2.1.1.6.3. Program Model
 - 2.1.1.6.4. Consultation Model
 - 2.1.1.6.5. Technological Model
 - 2.1.2. Principles of Guiding Action

- 2.2. The Tutor-Teacher and the Tutoring Action
 - 2.2.1. The Tutor's Profile and Competences
 - 2.2.2. Tutoring Action
 - 2.2.3. The Guidance Department
 - 2.2.3.1. Organization of the Guidance Department
 - 2.2.3.2. Composition of the Guidance Department
 - 2.2.3.3. Roles of the Guidance Department
 - 2.2.3.4. Roles of the Members of the Guidance Department
 - 2.2.3.4.1. Roles of the Head of the Guidance Department
 - 2.2.3.4.2. Roles of the Support Teacher
 - 2.2.3.4.3. Roles of Teachers of Therapeutic Pedagogy and Speech and Language
 - 2.2.3.4.4. Roles of the Career and Vocational Guidance Teacher
 - 2.2.4. Career Guidance and Tutoring in Vocational Training
 - 2.2.5. The Holland Typology's Model
- 2.3. Tools for Tutoring Activities
 - 2.3.1. Introduction
 - 2.3.2. The Tutoring Action Plan (PAT)
 - 2.3.2.1. Modalities of Autonomy
 - 2.3.2.1.1. Pedagogical Autonomy
 - 2.3.2.1.2. Managerial Autonomy
 - 2.3.2.1.3. Organizational Autonomy
 - 2.3.3. Information and Communication Technologies (ICT) in Tutoring Activities
 - 2.3.3.1. Social Changes
 - 2.3.3.2. Changes in Education
 - 2.3.3.3. ICT Used in Tutoring Activities
 - 2.3.3.3.1. Webquests
 - 2.3.3.3.2. Blogs
 - 2.3.3.3.3. Webinars
 - 2.3.3.3.4. Wikis
 - 2.3.3.3.5. E-mail
 - 2.3.3.3.6. Discussion Forums
 - 2.3.3.4. Advantages of Using ICT in Tutoring Activities
 - 2.3.3.5. Disadvantages of the Use of ICT in Tutoring Activities
- 2.4. The Relationship of the Teacher-Tutor with the Student
 - 2.4.1. The Individualized Interview as the Main Tool
 - 2.4.1.1. Importance of Communication
 - 2.4.1.2. Interview between the Tutor Teacher and the Student
 - 2.4.1.3. The Interview in the Aid Relationship
 - 2.4.1.4. Interviewer Skills
 - 2.4.1.5. Types of Interviews
 - 2.4.1.5.1. According to the Number of Participants
 - 2.4.1.5.2. According to the Format
 - 2.4.1.5.3. According to the Mode or Channel
 - 2.4.2. Group Dynamics
 - 2.4.2.1. Group Dynamics: Some Examples of Techniques
 - 2.4.2.1.1. Discussion Groups
 - 2.4.2.1.2. Role-Playing
 - 2.4.2.1.3. Dialogical Pedagogical Discussion
 - 2.4.2.1.4. Cineforum
 - 2.4.2.2. Benefits of Applying Group Dynamics
 - 2.4.3. Techniques for the Management of Coexistence
 - 2.4.3.1. Learning Values and Norms
 - 2.4.3.2. Social Emotional Education and Classroom Climate
 - 2.4.3.3. Strategies that Facilitate School Coexistence
 - 2.4.3.4. Programs to Educate in Coexistence
- 2.5. Family and School Centers
 - 2.5.1. Introduction
 - 2.5.2. The Evolution of the Family and Society
 - 2.5.3. Demands Made by the Family to the Educational Center and Vice-Versa
 - 2.5.3.1. Demands from the School to the Family
 - 2.5.3.2. Demands from the Family to the School
 - 2.5.4. Family-Educational Center Communication Channels: the School for Parents
 - 2.5.4.1. School for Parents

- 2.6. The Family Interview
 - 2.6.1. Introduction
 - 2.6.1.1. The Ecological Theory of Bronfenbrenner
 - 2.6.2. The Family Interview
 - 2.6.2.1. Keys to an Effective Interview
 - 2.6.2.2. Emotional Education
 - 2.6.2.3. Classification of Interviews
 - 2.6.3. Structure of Interviews
 - 2.6.4. Factors Involved in Family Interview
 - 2.6.5. Steps in Family Interview
 - 2.6.6. Interview Techniques
 - 2.6.6.1. Educational Coaching
 - 2.6.6.2. Context
 - 2.6.6.3. Origins of Coaching
 - 2.6.6.4. Principles of Coaching
 - 2.6.6.5. Models of Coaching
 - 2.6.6.6. Agents Involved in the Coaching Process
 - 2.6.6.7. Benefits of Coaching

Module 3. Areas of Educational Guidance and Psychopedagogical Counseling

- 3.1. General Conceptualization of Educational Guidance
 - 3.1.1. What Is Educational Guidance?
 - 3.1.2. Review of the Main Milestones of Educational Guidance in Legislation
- 3.2. Career and Vocational Guidance within the Functions of School Counseling
 - 3.2.1. Academic and Professional Domains: A Continuum Throughout Schooling
 - 3.2.2. Fundamental Principles in Academic and Career Guidance
 - 3.2.3. Roles of the School Counselor related to Vocational and Career Guidance
 - 3.2.4. Educational and Career Guidance Planning
 - 3.2.5. Intervention Strategies in Educational and Career Guidance
 - 3.2.6. Can the School Report and the Psychopedagogical Assessment Act as Educational and Career Guidance Measures?
 - 3.2.7. Support in the Selection of Educational and Vocational Pathways in High School Education
 - 3.2.8. Guidance Counseling as a Vocational Counseling Report
 - 3.2.9. Other Functions of the School Counselor
 - 3.2.10. The Place of Vocational and Career Guidance within the Functions of School Guidance





- 3.3. Organizational Structures of Guidance in Schools
 - 3.3.1. Main Organizational Structures of School Guidance
 - 3.3.2. Organization of School Guidance in Early Childhood Education
 - 3.3.3. Organization of School Guidance in Pre-School Education
 - 3.3.4. Organization of School Guidance in Primary Education
 - 3.3.5. Organization of School Guidance in Vocational Training
 - 3.3.6. Organization of the Educational Guidance in University Education
 - 3.3.7. Organization of Educational Guidance in Adult Education Centers
 - 3.3.8. Organization of Educational Guidance in Special Education
 - 3.3.9. Organization of School Counseling in Special Education Centers and Vocational Training Centers
 - 3.3.10. Organization of Counseling
- 3.4. Tutoring Activities
 - 3.4.1. Tutor's Work
 - 3.4.2. Tutor Difficulties
- 3.5. Main Social and Personal Situations That Impact School Cohabitation
 - 3.5.1. Students in a Socio-Educationally Disadvantaged Situation
 - 3.5.2. The Cultural Diversity in the Education Center
 - 3.5.3. Bullying Situations in the Educational Center
- 3.6. Resources and Strategies for the Management of Coexistence at the Educational Center
 - 3.6.1. Coexistence Regulation in the Educational Center
 - 3.6.2. School Mediation Programs
- 3.7. Educational Guidance for the Promotion and Transition of School Stages
 - 3.7.1. Guidance for Students Advancing from Pre-School to Primary School
 - 3.7.2. Guidance for Students Advancing from Primary to Secondary School
- 3.8. Career Guidance. Prevention and Intervention Measures for School Failure or Dropout
 - 3.8.1. Career Guidance for Students Completing Secondary School and Entering Post-Compulsory Education
 - 3.8.2. Prevention and Intervention Measures to Prevent School Failure or Dropout

- 3.9. Career Guidance and Employment Integration
 - 3.9.1. Academic and Career Guidance Plans
 - 3.9.2. Vocational Assessment and Counseling of Students
- 3.10. Some Projects and Experiences of Guidance and ICT
 - 3.10.1. "My Vocational E-Portfolio" (MYVIP)
 - 3.10.2. MyWayPass. Free Online Platforms for Decision Making
 - 3.10.3. At the Sound of the Bell
 - 3.10.4. Socioescuela
 - 3.10.5. Orientaline
 - 3.10.6. Virtual Student Lounge

Module 4. Processes of Educational Guidance and Psychopedagogical Counseling

- 4.1. Processes of Educational Guidance and Psychopedagogical Counseling in the Educational System. Areas and Strategies of Psychopedagogical Counseling
 - 4.1.1. Educational Guidance Services: Organization and Operation
 - 4.1.2. Educational Guidance Teams
 - 4.1.3. Guidance Departments
 - 4.1.4. Intervention Plans
 - 4.1.5. Institutional Analysis of Educational Centers and Related Systems
- 4.2. Counseling in the Design and Development of Intervention Plans
 - 4.2.1. Educational Guidance Counseling: Models and Strategies
 - 4.2.2. Types of Claims
 - 4.2.3. Design, Development and Evaluation of Intervention Plans/Programs
- 4.3. Coordination with External Structures and Agents
 - 4.3.1. Coordination of Orientation Services
 - 4.3.2. Coordination Programs
 - 4.3.3. The Counselor as Facilitator and Coordinator
- 4.4. The Intersectoral and Community Approach to Psychopedagogical Counseling
 - 4.4.1. Coordination and Collaboration Actions of the Guidance Department
 - 4.4.2. Resources, Tools and Materials in the Guidance and Counseling Process
- 4.5. Psychopedagogical Assessment Techniques and Tools
 - 4.5.1. Techniques and Instruments of Qualitative and Quantitative Assessment
 - 4.5.2. Qualitative Assessment Techniques and Instruments
 - 4.5.3. Quantitative Assessment Techniques and Instruments
- 4.6. Collaborative Work in the Educational Community. Guidance and Counseling in Preventive and Socio-Community Programs
 - 4.6.1. The Guidance Counselor: Collaborative Work with Teachers and Members of the School Community
 - 4.6.2. Communication and Group Management Skills
 - 4.6.3. Group Intervention
 - 4.6.4. Prevention in Guidance
 - 4.6.5. Comprehensive and Community-Based Preventive Programs
- 4.7. Models of Psychopedagogical Intervention in Guidance. Behavioral-Cognitive Model and Systemic Model of Educational Guidance
 - 4.7.1. Counseling Model
 - 4.7.2. Program Model
 - 4.7.3. Constructivist Educational Model
 - 4.7.4. Approach to the Concept of Behavior Modification
 - 4.7.5. Behavior Modification Program
 - 4.7.6. Behavioral Techniques
 - 4.7.7. Cognitive Techniques
 - 4.7.8. Conceptualization of the Systemic Model
 - 4.7.9. Intervention Plan
 - 4.7.10. Techniques and Strategies
- 4.8. Psychopedagogical Assessment: Function and Nature
 - 4.8.1. Concept, Purpose, and Context
 - 4.8.2. Concept of Psychopedagogical Assessment
 - 4.8.3. Purpose of the Psychopedagogical Assessment
 - 4.8.4. Context of the Assessment
- 4.9. Counseling Process: Academic and Career Guidance. Counseling for Improving School Climate and Coexistence
 - 4.9.1. Educational and Career Guidance as a Concept
 - 4.9.2. Intervention in Educational and Career Guidance
 - 4.9.3. Guidance Counseling
 - 4.9.4. Guidance in Relation to the Improvement of Coexistence
 - 4.9.5. Family-School Collaboration through Guidance and Psychopedagogical Counseling
 - 4.9.6. Prevention of Violence and Bullying

Module 5. Inclusive Education and Attention to Diversity

- 5.1. Principles of Prevention: Primary School, High School School and Tertiary Prevention
 - 5.1.1. Conceptualization of Prevention: Types of Prevention
 - 5.1.2. Current Situation of Prevention
- 5.2. Models of Educational Intervention
 - 5.2.1. Direct Intervention
 - 5.2.2. Indirect Intervention
- 5.3. Quantitative and Qualitative Techniques
 - 5.3.1. Use of Surveys and Observation
 - 5.3.2. Use of Questionnaires and Tests
- 5.4. Attention to Specific Educational Support Needs Associated with Disability, Mathematics, and Learning Difficulties: Reading and Writing
 - 5.4.1. From Educational Needs to Barriers in Activity and Participation
 - 5.4.2. Educational Guidance in the Face of Intervention Demands
 - 5.4.3. Conceptualization (Learning Difficulties: Reading and Writing)
 - 5.4.4. Evaluation and Intervention in Reading and Writing Modules
 - 5.4.5. Tasks for Educational Care
 - 5.4.6. Conceptualization (Learning Difficulties: Mathematics)
 - 5.4.7. Resolution of Problematic Situation
 - 5.4.8. The Role of the Counselor in the Identification of Difficulties
- 5.5. Giftedness and High Abilities
 - 5.5.1. Symptomatology and Consequences of Giftedness and High Abilities
 - 5.5.2. Curricular Adaptation to Giftedness and High Abilities
- 5.6. Attention to Diversity and Multiculturalism
 - 5.6.1. The Reality of Diversity
 - 5.6.2. The Reality of Multiculturalism
- 5.7. Psychopedagogical Evaluation Strategies
 - 5.7.1. Psychopedagogical Evaluation Process
 - 5.7.2. Psychopedagogical Evaluation and Counseling in the Educational Response
- 5.8. Guidance and Tutoring Action Plan
 - 5.8.1. Content of the Guidance and Tutoring Action Plan
 - 5.8.2. Oriented Modeling of the Guidance and Tutoring Action Plan

- 5.9. Teacher Training for Inclusive Education
 - 5.9.1. Previous Aspects to Consider
 - 5.9.2. Basis and Purpose
 - 5.9.3. Essential Elements of the Initial Training
 - 5.9.4. Main Theories and Models
 - 5.9.5. Criteria for the Design and Development of Teacher Education
 - 5.9.6. Continuing Education
 - 5.9.7. Profile of the Teaching Professional
 - 5.9.8. Teaching Skills in Inclusive Education
 - 5.9.9. The Support Teacher. Roles
 - 5.9.10. Emotional Skills

Module 6. The Educational Research and Innovation and Change Management

- 6.1. School Improvement as a Goal of Educational Guidance
 - 6.1.1. Educational Guidance in the New Scenarios of the Current Context
 - 6.1.2. Key Concepts: Educational Innovation, Change, Reform and Educational Improvement
 - 6.1.3. Epistemological References for Innovation and Research: Educational Paradigms
 - 6.1.4. The Educational Paradigm Shift as a Challenge to Rethink the Contribution of Educational Guidance
- 6.2. Areas of Innovation and Challenges for Educational Intervention
 - 6.2.1. Areas of Innovation in the Educational Context
 - 6.2.2. The Obstacles and Challenges of Innovation in the Educational Context
 - 6.2.3. The binomial for Educational Improvement: Research and Innovation
 - 6.2.4. Current Possibilities and Challenges for Innovative Educational Intervention
- 6.3. Change Management for Educational Improvement
 - 6.3.1. Educational Innovation: Change Management for Improvement
 - 6.3.2. Process Models to Generate Educational Innovation
 - 6.3.3. Educational Centers as a Learning Organization
 - 6.3.4. The Specific Contribution of Educational Guidance in Defining Innovation and Educational Intervention Strategies

- 6.4. Design, Planning, Development, and Evaluation of Intervention Projects for Educational Innovation and Improvement
 - 6.4.1. Counseling: A Tool for Educational Improvement Guidance
 - 6.4.2. Components for Designing an Intervention Project for Educational Improvement
 - 6.4.3. Planning an Intervention Project for Educational Improvement (Phases)
 - 6.4.4. Development of an Intervention Project for Educational Improvement (Agents, Roles, and Resources)
 - 6.4.5. Strategies and Resources for Counseling Innovation and Educational Improvement Projects
 - 6.4.6. Searching for Best Practices
 - 6.4.7. Monitoring and Evaluation of "Best Practices" for Educational Improvement
 - 6.4.8. Case Study: Analysis of a Model for Evaluating Educational Innovations
- 6.5. Digital Literacy and Socio-Community Educational Innovation
 - 6.5.1. Paradigm Shift: From Solid Knowledge to Liquid Information
 - 6.5.2. Metaphors About Web 2.0 and Their Consequences for Educational Guidance
 - 6.5.3. Best Practices in the Innovative Use of Technological Resources
 - 6.5.4. The Possibilities and Challenges of Educational Guidance in the Digital Society
 - 6.5.5. The Socio-Educational Context as an Area for Innovation in Educational Guidance
 - 6.5.6. Networking and the Construction of a Common Outlook
 - 6.5.7. From the Educational Center to the Educating Community: Educating Cities
 - 6.5.8. From the Classroom to the Community: the Richness of Service-Learning
- 6.6. Pedagogical Innovation and Guidance in the Classroom: Improving Learning and Assessment as a Shared Challenge
 - 6.6.1. Shared Teaching as a Strategy for Improving Learning
 - 6.6.2. Resources to Promote Shared Teaching Development
 - 6.6.3. Types of Shared Teaching
 - 6.6.4. Advising, Accompanying and Evaluating Shared Teaching Processes
 - 6.6.5. Evaluation as a Learning Opportunity
 - 6.6.6. Characteristics of Innovative Evaluation
 - 6.6.7. The Dimensions of Evaluation: The Ethical and Technical-Methodological Issues
- 6.7. Pedagogical Innovation and Guidance in the Classroom: Strategies to Align Evaluation with Learning
 - 6.7.1. Collaboration with Teachers to Develop a Learning-Oriented Evaluation
 - 6.7.2. Quality Criteria for Developing a Learning-Oriented Evaluation Process
 - 6.7.3. How to Align Evaluation Results to Support Learning?
- 6.8. From Educational Research in the Digital Society to Classroom Research: Improving the Teaching-Learning Process
 - 6.8.1. The Own Nature of Educational Research
 - 6.8.2. The Research Process and the Counselor's Perspective as an Educational Researcher
 - 6.8.3. Educational Research in the Current Context
 - 6.8.4. Technological Tools for the Development of Educational Research
 - 6.8.5. Educational Research Functions
 - 6.8.6. From Educational Research to Research in the Classroom
 - 6.8.7. Classroom Research and Professional Development
 - 6.8.8. Ethical Considerations for the Development of Educational Research
- 6.9. Internal Evaluation of Educational Guidance Teams Internal Evaluation of Educational Guidance Teams: Current Challenges in Educational Guidance and the Ethical Framework for Professional Practice
 - 6.9.1. Educational Improvement Makes Teacher and Educational Guidance Team Evaluation Essential
 - 6.9.2. Self-Evaluation of Teaching Practice as a Process of Reflection and Professional Development Support
 - 6.9.3. Internal Evaluation of Educational Guidance Teams and Guidance Departments
 - 6.9.4. Educational Guidance Challenges for the 21st Century
 - 6.9.5. Deontological Framework for Teaching Practice
- 6.10. Learning and Professional Development of Educational Change Agents
 - 6.10.1. From the Transmitting School to the Creative, Collaborative, and Critical School: Becoming an Agent for Model Change
 - 6.10.2. Opportunities That Foster the Professional Development of All Educational Agents
 - 6.10.3. From Collective Learning to Teacher Professional Development: The Contribution of the Educational Counselor
 - 6.10.4. Meeting and Learning Spaces for Guidance Professionals: Conferences, Innovation Days, Professional Networks, Communities of Practice, MOOCs

Module 7. Educational Processes and Contexts

- 7.1. The Organization of the Institutions
 - 7.1.1. Concept of School
 - 7.1.2. Components of the School Center
 - 7.1.3. Characteristics of Educational Centers
 - 7.1.3.1. Autonomy of the Centers
 - 7.1.3.2. Functions of The School
- 7.2. Management and Leadership Applied to the Educational Institution: Management Team
 - 7.2.1. Management of the Educational Institution
 - 7.2.1.1. Conceptions of the Term Management
 - 7.2.2. Leadership
 - 7.2.2.1. Concept of Leader
 - 7.2.2.2. Gestation of the Leader
 - 7.2.2.3. The Authentic Leader
 - 7.2.3. Leadership in Today's Organizations
 - 7.2.3.1. Importance of Authentic Leadership
 - 7.2.3.2. The Need for Authentic Leadership in Education
 - 7.2.3.3. Types of Leadership
 - 7.2.4. Leadership in the Management of Educational Institutions and Initiatives
 - 7.2.4.1. Leadership of the Management Team
 - 7.2.4.2. Pedagogical Leadership of the Director
 - 7.2.4.3. Leadership of the Head of Studies
- 7.4. Management and Leadership Applied to the Educational Institution: Teaching Team
 - 7.4.1. Teaching Team: Functions and Rights of the Teaching Staff
 - 7.4.2. Teachers Organization
 - 7.4.2.1. Teamwork
 - 7.4.2.1.1. Working Groups
 - 7.4.2.2. The Teacher as Tutor
 - 7.4.2.2.1. The Profile of the Tutor
 - 7.4.2.2.2. Duties of the Tutor
 - 7.4.2.3. The Teacher-Coach
 - 7.4.2.3.1. Conceptualization and Characteristics
 - 7.4.2.3.2. The Coach
 - 7.4.2.4. Networking
- 7.4.3. Leadership of the Teaching Staff
 - 7.4.3.1. The Leadership of the Tutor
 - 7.4.3.2. Teacher Leadership
- 7.5. The Organizational Structure of a Center and Communication Instruments
 - 7.5.1. Collegiate Bodies
 - 7.5.1.1. The School Council
 - 7.5.1.1.1. Composition
 - 7.5.1.1.2. Election and Renewal of the School Board
 - 7.5.1.1.3. Skills
 - 7.5.1.2. The Teaching Staff
 - 7.5.2. Educational Coordination Bodies
 - 7.5.2.1. Teaching Departments
 - 7.5.2.2. Guidance Department in Compulsory Secondary Education
 - 7.5.2.3. Complementary and Extracurricular Activities Department
 - 7.5.2.4. Pedagogical Coordination Commission
- 7.6. Curriculum Management
 - 7.6.1. The School Space: the Organization of the Classroom
 - 7.6.2. Assessment of the Spatial Design of the Classroom
 - 7.6.2.1. Systematic Observation of Users During Space Usage
 - 7.6.2.2. Self-Application and Evaluation
 - 7.6.3. The School Space as a Dynamic Creation of the Teacher
 - 7.6.4. School Time
 - 7.6.5. Student Organization
 - 7.6.5.1. Vertical Organization of the Student Body
 - 7.6.5.1.1. Graduate School
 - 7.6.5.1.2. The Ungraded School
 - 7.6.5.1.3. The Multigrade School
 - 7.6.5.2. Horizontal Organization of the Student Body
 - 7.6.5.2.1. The Autonomous Class
 - 7.6.5.2.2. Departmentalization
 - 7.6.5.2.3. Team Teaching by Teachers

- 7.7. Change and Innovation in the School
 - 7.7.1. Improvement in Education
 - 7.7.1.1. From Change as a Necessity to Change as an Opportunity
 - 7.7.1.2. Global Versus Partial Change
 - 7.7.1.3. Organizational Versus Social Change
 - 7.7.1.4. Towards Successful Change
 - 7.7.2. Institutional Innovation
 - 7.7.3. The Creation and Management of Collective Knowledge
 - 7.7.3.1. Departments and Educational Teams as Structures for Innovation
 - 7.7.3.2. Strategies for Intervention in Collaborative Contexts
 - 7.7.4. Teachers and Managers as Agents of Change
- 7.8. Change and Innovation in the School Center: Spatial Context and Didactic Project
 - 7.8.1. The Planning Process for Improving the Learning Space Context
 - 7.8.2. The Imperatives for Change and the School in its Environment
 - 7.8.3. The Traditional Model
 - 7.8.4. Spatial Context and Didactic Project
 - 7.8.5. Infrastructure of the New Learning Contexts
 - 7.8.6. Strategies for the Improvement of the Quality of Life in the School Center
 - 7.8.6.1. Finding the Correspondence Between Building and Furniture Designs
 - 7.8.6.2. Developing a New Concept for the Student's Workspace
 - 7.8.6.3. Redistribution of the Work Areas by Means of the Furniture
 - 7.8.6.4. The Participation of Students in the Appropriation of Space
 - 7.8.6.5. The Urban Planning Dimension

Module 8. Roles in Conflict Resolution

- 8.1. What is a Group?
 - 8.1.1. Characteristics of a Group
 - 8.1.2. Grouping Students. How to Recognize Them
- 8.2. Group Dynamics
 - 8.2.1. What Are the Techniques and Activities for?
 - 8.2.2. What are the Core Competencies for Working with Drama?
 - 8.2.3. Group Dynamics Techniques
- 8.3. Role Types in Conflicts
 - 8.3.1. Classification: Mediating Chicks
 - 8.3.2. Role Play Technique
- 8.4. The Importance of Context. Changing Roles
- 8.5. The Teacher's Role According to Their Participation
 - 8.5.1. Activities Where the Role of the Educator Predominates
 - 8.5.2. Activities in Which the Educator and Students Participate
 - 8.5.3. Activities According to the Group's Objectives
- 8.6. Dramatic Play as Training for Conflict Resolution
 - 8.6.1. How to Implement Dramatic Play as Training for Conflict Resolution?
- 8.7. Theater: Integrating Basic Life Skills
 - 8.7.1. Play or Therapy?
 - 8.7.2. Playing Conflict Roles in the Classroom
- 8.8. The Role of Humor in Role Management
 - 8.8.1. Using Humor to Manage Roles
- 8.9. Theater of the Oppressed as a Reflection Tool for Conflict
 - 8.9.1. Theater of the Oppressed
 - 8.9.2. The Use of This Tool in Conflict Situations

Module 9. Creativity and Emotional Education in the Classroom

- 9.1. Emotional Intelligence and the Education of Emotions According to the Mayer and Salovey Model
- 9.2. Other Models of Emotional Intelligence and Emotional Transformation
 - 9.2.1. Emotional Competence Models
 - 9.2.2. Social Competence Models
 - 9.2.3. Multiple Models
- 9.3. Socio-Emotional Skills and Creativity According to Level of Intelligence
- 9.4. Concept of Emotional Coefficient, Intelligence, and Adaptation to Dysynchrony in High Intellectual Abilities
- 9.5. Concept of Hyperemotivity
- 9.6. Current Scientific Studies on Creativity, Emotions, Self-Knowledge, and Intelligence
 - 9.6.1. Neuroscientific Studies
 - 9.6.2. Applied Studies
- 9.7. Practical Classroom Resources as a Preventive Measure Against Demotivation and Hyperemotivity
- 9.8. Standardized Tests to Assess Emotions and Creativity
 - 9.8.1. Creativity Tests and Quizzes
 - 9.8.2. Assessing Emotions
 - 9.8.3. Laboratories and Valuation Experiences
- 9.9. Inclusive Schools: Humanist Model and Emotional Education Interrelation

Module 10. Neuroeducation

- 10.1. Introduction to Neuroeducation
- 10.2. Main Neuromyths
- 10.3. Attention
- 10.4. Emotion
- 10.5. Motivation
- 10.6. The Learning Process
- 10.7. Memory
- 10.8. Stimulation and Early Interventions
- 10.9. Importance of Creativity in Neuroeducation
- 10.10. Methodologies That Enable the Transformation of Education into Neuroeducation

Module 11. Communication in the Classroom

- 11.1. Learning to Teach
 - 11.1.1. Communication Processes
 - 11.1.2. Teaching Transmission Processes
- 11.2. Oral Communication
 - 11.2.1. Voice in the Classroom
 - 11.2.2. Voice Care in the Classroom
- 11.3. Communication Support Systems
 - 11.3.1. The Use of the Blackboard
 - 11.3.2. The Use of Projectors
- 11.4. The Use of Images in Teaching
 - 11.4.1. Images and Licenses for Use
 - 11.4.2. Author Images
- 11.5. The Use of Video in Teaching
 - 11.5.1. Video as a Support Material
 - 11.5.2. Teaching through Videos

- 11.6. Written Communication
 - 11.6.1. The Reports and Written Assignments
 - 11.6.2. Blogs and Forums
- 11.7. Communication Difficulties
 - 11.7.1. Teaching Difficulties
 - 11.7.2. Classroom Difficulties
- 11.8. Collaborative Processes vs. Competition
 - 11.8.1. Advantages and Disadvantages of Collaborative Learning
 - 11.8.2. Advantages and Disadvantages of Competency-Based Learning
- 11.9. Development of Support Materials
 - 11.9.1. Classroom Supplies
 - 11.9.2. Consultation Material
- 11.10. Development of Network Teaching
 - 11.10.1. Teaching Resources on the Internet
 - 11.10.2. Wikis and Reference Material on the Internet

Module 12. Career and Vocational Guidance: Theoretical Framework

- 12.1. Historical Development of Professional and Vocational Guidance
 - 12.1.1. Ideological Period
 - 12.1.2. Empiricist Period
 - 12.1.3. Observational Period
 - 12.1.4. Empirical Stage Guidance as Adjustment
 - 12.1.5. Empirical Stage Guidance as Education
 - 12.1.6. Theoretical Stage
 - 12.1.7. Technological Stage
 - 12.1.8. Psychopedagogical Stage
 - 12.1.9. From a Psychometric Model to a Humanistic Approach
 - 12.1.10. Expansion of Counseling
- 12.2. Theory, Approaches and Models of Career Guidance
 - 12.2.1. Non-Psychological Approaches: Chance Theory
 - 12.2.2. Sociological Factors
 - 12.2.3. Psychological Approaches: Trait and Factor Approach
 - 12.2.4. Psychodynamic Model
 - 12.2.5. Need-Based Approaches
 - 12.2.6. Approach to Self-Concept
 - 12.2.7. Socio-Psychological Model of PM, Blan
 - 12.2.8. J.L Holland's Model
 - 12.2.9. Dowald E. Super's Phenomenological Approach
 - 12.2.10. Krumboltz's Social Learning Model
 - 12.2.11. Dennis Pelletier's Activation Model
- 12.3. Career Guidance: Concept and Scope of Action
 - 12.3.1. What Is Career Guidance?
 - 12.3.2. Differences with Educational Guidance
 - 12.3.3. Institutional Framework
 - 12.3.4. Training Centers
 - 12.3.5. The Family
 - 12.3.6. Guidance Team
 - 12.3.7. The Individual
 - 12.3.8. The Group
 - 12.3.9. The Company
 - 12.3.10. Special Collectives
- 12.4. Levels of Intervention in Career Guidance
 - 12.4.1. Vocational vs. Occupational Guidance
 - 12.4.2. Intervention and Its Justification
 - 12.4.3. Program Model
 - 12.4.4. Collaborative Model
 - 12.4.5. Clinical Model
 - 12.4.6. Didactic Models
 - 12.4.7. Consulting Models
 - 12.4.8. Resource Model
 - 12.4.9. Reactive/Proactive Intervention
 - 12.4.10. Group/Individual Intervention

- 12.5. Career Guidance for Teachers in High School
 - 12.5.1. Career and Vocational Guidance in Secondary Education from the Perspective of Parents and Counselors
 - 12.5.2. Secondary Education Pathways
 - 12.5.3. Gender and Career Guidance in High School Education
 - 12.5.4. Equity and Guidance in High School
 - 12.5.5. Self-Guidance
 - 12.5.6. The Role of the Counselor in High School
 - 12.5.7. The Role of the Family in High School
 - 12.5.8. Future Perspectives
- 12.6. Labor Integration in Young People. Intervention Models
 - 12.6.1. Labor Integration of Young People from a Historical Perspective
 - 12.6.2. Current Situation
 - 12.6.3. Integral Nature of Employment Guidance
 - 12.6.4. Coordination of Institutions
 - 12.6.5. Intervention Program for University Students
 - 12.6.6. Intervention Program for Young People with Education Not Aligned with the Labor Market
 - 12.6.7. Intervention Program for Young People with Integration Difficulties
 - 12.6.8. Gender and Socioeconomic Variables in First Employment
 - 12.6.9. Employability Strategies
 - 12.6.10. Future Perspectives
- 12.7. The Current Labor Market and Its New Requirements
 - 12.7.1. Historical Evolution of the Labor Market
 - 12.7.2. Evolution of Knowledge
 - 12.7.3. Importance of Socio-Emotional Skills
 - 12.7.4. Importance of Collaborative Learning
 - 12.7.5. Importance of Continuous Learning
 - 12.7.6. The New Role of Young People in Employment
 - 12.7.7. Promotion in Work
 - 12.7.8. Precarious Employment
 - 12.7.9. Education-Labor Market Mismatches
 - 12.7.10. Mismatches between University Skills and the Labor Market

- 12.8. An Evolutionary Approach to Career Guidance
 - 12.8.1. Theoretical Framework: Ginzberg Model
 - 12.8.2. Early Childhood Stage
 - 12.8.3. Tentative Period
 - 12.8.4. Realistic Period
 - 12.8.5. Models of Transition to Working Life
 - 12.8.6. Career Development in the Business Environment
 - 12.8.7. Self-Development of the Professional Career
 - 12.8.8. Professional Maturity and Reemployment
 - 12.8.9. Retirement and Career Guidance

Module 13. Organizational Development of Guidance in Educational Institutions

- 13.1. The Educational Institution as an Area for Guidance Intervention
 - 13.1.1. The School as an Educational Organization: Theories of School Organization
 - 13.1.2. Main Theories and Authors on School Organization (I): Classical Authors
 - 13.1.3. Main Theories and Authors on School Organization (II): Current Perspectives
 - 13.1.4. Culture and Organization of Educational Institutions
 - 13.1.5. Decision-Making Bodies in Educational Institutions
 - 13.1.6. The School and Classroom as Systems of Relationships
 - 13.1.7. The School as a Community and a Common Project
 - 13.1.8. Organizational Documents of the Educational Institution
 - 13.1.9. Guidance in the Educational Project of the Institution
 - 13.1.10. Relevance of the Academic and Career Guidance Plan (POAP)
- 13.2. Organizational Structures of Guidance in Educational Institutions
 - 13.2.1. Main Organizational Structures of School Guidance
 - 13.2.2. Organization of School Guidance in Pre-School Education
 - 13.2.3. Organization of School Guidance in Primary Education
 - 13.2.4. Organization of School Guidance in High School Education
 - 13.2.5. Organization of the Educational Guidance in University Education
 - 13.2.6. Organization of Educational Guidance in Adult Education Centers
 - 13.2.7. Organization of Educational Guidance in Special Education
 - 13.2.8. Organization of School Guidance in Special Education Centers and Vocational Training Centers
 - 13.2.9. Organization of Counseling

- 13.3. Role and Position of Guidance Professionals in Educational Institutions
 - 13.3.1. The Systemic Approach in Education: The Institution as a System
 - 13.3.2. Role and Position: The Place of the Guidance Counselor in the School
 - 13.3.3. The Paradoxical Situation of the Guidance Counselor in the Educational Institution
 - 13.3.4. The Magician Without Magic (I): Towards an Operational Strategy for the School Counselor
 - 13.3.5. The Magician Without Magic (II): Case Examples from the Selvini Palazzoli Workgroup
 - 13.3.6. The Magician Without Magic (III): Current Case Examples
 - 13.3.7. The Educational Guidance Model and the Collaborative Relationship
 - 13.3.8. Collaboration Strategies in School Guidance: Joint Problem-Solving
 - 13.3.9. From My Place (I): Why a Systemic Approach is Important in Educational Guidance
 - 13.3.10. From My Place (II): I Like Being a Guidance Counselor
- 13.4. Vocational and Career Guidance for Teachers within the Functions of School Guidance
 - 13.4.1. Academic and Professional Areas: A Continuum Throughout Schooling
 - 13.4.2. Fundamental Principles in Academic and Career Guidance
 - 13.4.3. Roles of the School Counselor Related to Vocational and Career Guidance for Teachers
 - 13.4.4. Planning of Academic and Career Guidance
 - 13.4.5. Intervention Strategies in Academic and Career Guidance
 - 13.4.6. The School Placement Report and Psychopedagogical Evaluation: Can They Be Measures of Academic and Career Guidance?
 - 13.4.7. Support in the Choice of Academic and Career Pathways in Compulsory Education
 - 13.4.8. The Guidance Report as a Vocational Counseling Report
 - 13.4.9. Other Roles of the School Counselor
 - 13.4.10. The Place of Vocational and Career Guidance for Teachers within the Functions of School Guidance
- 13.5. Towards a Curriculum for Vocational and Career Guidance for Teachers in Schools
 - 13.5.1. Building Vocations from the School Setting
 - 13.5.2. The Educational Counselor as Curator of Relevant Content in Vocational and Career Guidance for Teachers
 - 13.5.3. Tools for Curating Content Related to Vocational and Career Guidance for Teachers
 - 13.5.4. Student Concerns and Interests Regarding Vocational and Career Guidance for Teachers
 - 13.5.5. Towards a School Curriculum for Career Guidance (I): Objectives
 - 13.5.6. Towards a School Curriculum for Career Guidance (II): Content
 - 13.5.7. Towards a School Curriculum for Career Guidance (III): Key Competencies
 - 13.5.8. Towards a School Curriculum for Career Guidance (IV): Standards and Evaluation Criteria
 - 13.5.9. Career Guidance Curriculum within the Tutoring Action Plan
 - 13.5.10. Vocational and Career Guidance for Teachers as a Cross-Curricular Content
 - 13.5.11. Spaces and Times for Guidance During the School Day
- 13.6. From Academic Pathways to Professional Pathways: Developing a Professional Life Project
 - 13.6.1. Supporting Our Students in Finding Their 'Ikigai'
 - 13.6.2. Supporting Self-Knowledge (I): Self-Concept
 - 13.6.3. Supporting Self-Knowledge (II): Self-Competence and Self-Esteem
 - 13.6.4. Supporting the Search and Understanding of the Academic Offer (I): Pathways and Modalities
 - 13.6.5. Supporting the Search and Understanding of the Academic Offer (II): Qualifications
 - 13.6.6. Supporting the Search and Understanding of the Academic Offer (III): Study Plans
 - 13.6.7. Supporting the Search and Understanding of the Professional Offer (I): Qualifications
 - 13.6.8. Supporting the Search and Understanding of the Professional Offer (II): Professional Competencies
 - 13.6.9. Supporting Vocational Decision-Making
 - 13.6.10. The Vocational PLE: Development of the Personal Learning Environment (PLE) Related to the Student's Vocation or Future Profession

- 13.7. Building an Academic and Career Guidance Plan
 - 13.7.1. Introduction of Educational and Career Guidance Plan
 - 13.7.2. Basic Principles of the Introduction of Educational and Career Guidance Plan
 - 13.7.3. Objectives of the Educational and Career Guidance Plan
 - 13.7.4. Activities and Timing of the Educational and Career Guidance Plan
 - 13.7.5. Bibliographic Resources to Carry Out the Educational and Career Guidance Plan
 - 13.7.6. Digital Resources to Carry Out the Educational and Career Guidance Plan
 - 13.7.7. Audiovisual Resources to Carry Out the Educational and Career Guidance Plan
 - 13.7.8. Human Resources to Carry Out the Educational and Career Guidance Plan
 - 13.7.9. Examples for Improvement of the Educational and Career Guidance Plan
 - 13.7.10. Examples of Good Practices in Educational and Career Guidance Plan
 - 13.8. Vocational and Professional Guidance Activities for Teachers in the Educational Center
 - 13.8.1. Classroom Activities (I): Research and Presentation of Information
 - 13.8.2. Classroom Activities (II): Involvement of Extracurricular Experts in the Classroom
 - 13.8.3. Classroom Activities (III): Thematic Units Within a Module
 - 13.8.4. Extracurricular Activities (I): Vocational Choice Portfolio
 - 13.8.5. Extracurricular Activities (II): Guidance Days
 - 13.8.6. Extracurricular Activities (III): Projects and Companies
 - 13.8.7. Extracurricular Activities (IV): Simulation Games
 - 13.8.8. Extracurricular Activities (V): Service-Learning
 - 13.8.9. Coordinated Activities: Vocational Mentors
 - 13.8.10. Other Vocational and Career Guidance Activities for Teachers from the Educational Institution
 - 13.9. Complementary Activities Outside the School to Work on Vocational and Career Guidance for Teachers
 - 13.9.1. Exploration of Family Workplaces
 - 13.9.2. Company Visits
 - 13.9.3. Shadowing: Professional for a Day
 - 13.9.4. Internships in Companies
 - 13.9.5. Job Fairs
 - 13.9.6. Educational Cooperation Programs
 - 13.9.7. Visit to the Employment Office or Local Employment Services
 - 13.9.8. Visits to Professional Associations
 - 13.9.9. Visits to Universities and Other Educational Centers
 - 13.9.10. Visits to Museums and Exhibitions
 - 13.9.11. Other Complementary Activities Outside the School to Work on Vocational and Career Guidance for Teachers
 - 13.10. Assessment and Improvement of the Educational and Career Guidance Plan
 - 13.10.1. Change, Innovation and Improvement in Guidance
 - 13.10.2. Who Assesses the Educational and Career Guidance Plan? Hetero-Assessment, Co-Assessment and Self-Assessment
 - 13.10.3. Formative or Summative Assessment of the Educational and Career Guidance Plan?
 - 13.10.4. What Indexes Can Assess the Effectiveness of the Educational and Career Guidance Plan
 - 13.10.5. Checklists for the Educational and Career Guidance Plan
 - 13.10.6. Rubrics to Assess the Educational and Career Guidance Plan
 - 13.10.7. Targets to Assess the Educational and Career Guidance Plan
 - 13.10.8. Surveys and Written Forms to Assess the Educational and Career Guidance Plan
 - 13.10.9. Surveys and Digital Forms to Assess the Educational and Career Guidance Plan
 - 13.10.10. The Vocational Portfolio as an Assessment of Educational and Career Guidance Plan
- Module 14. Vocational and Career Guidance Around the World**
- 14.1. Towards a Comparative View of Vocational and Career Guidance for Teachers Worldwide: Relevant Variables
 - 14.1.1. What Does a Comparative View of Career and Vocational Guidance Offer Us?
 - 14.1.2. Location and Designation of the Guidance Service
 - 14.1.3. Guidance Service Users
 - 14.1.4. Administrative Unit and Legislative Support
 - 14.1.5. Areas of Intervention of the Guidance Professional
 - 14.1.6. Functions, Objectives and Tasks
 - 14.1.7. Professional Profiles and Previous Training
 - 14.1.8. Ratios
 - 14.1.9. Relationship with Other Services
 - 14.1.10. Other Relevant Variables

- 14.2. Countries with a Model of Guidance Services External to Educational Centers (Italy, Belgium, etc.)
 - 14.2.1. Which Countries Maintain a Model of External Guidance Services?
 - 14.2.2. Location and Designation of the Guidance Service
 - 14.2.3. Guidance Service Users
 - 14.2.4. Administrative Unit and Legislative Support
 - 14.2.5. Areas of Intervention of the Guidance Professional
 - 14.2.6. Functions, Objectives and Tasks
 - 14.2.7. Professional Profiles and Previous Training
 - 14.2.8. Ratios
 - 14.2.9. Relationship with Other Services
 - 14.2.10. Other Relevant Variables
- 14.3. Countries with a Model of Guidance Services within Educational Institutions (Portugal, Ireland, Greece, etc.)
 - 14.3.1. Which Countries Maintain a Guidance Services Model within Educational Institutions?
 - 14.3.2. Location and Designation of the Guidance Service
 - 14.3.3. Guidance Service Users
 - 14.3.4. Administrative Unit and Legislative Support
 - 14.3.5. Areas of Intervention of the Guidance Professional
 - 14.3.6. Functions, Objectives and Tasks
 - 14.3.7. Professional Profiles and Previous Training
 - 14.3.8. Ratios
 - 14.3.9. Relationship with Other Services
 - 14.3.10. Other Relevant Variables
- 14.4. Countries with a Mixed Model of Guidance Services, both Inside and Outside of Educational Institutions (France, UK, Netherlands, Spain, etc.)
 - 14.4.1. Which Countries Maintain a Mixed Model of Guidance Services?
 - 14.4.2. Location and Designation of the Guidance Service
 - 14.4.3. Guidance Service Users
 - 14.4.4. Administrative Unit and Legislative Support
 - 14.4.5. Areas of Intervention of the Guidance Professional
 - 14.4.6. Functions, Objectives and Tasks
 - 14.4.7. Professional Profiles and Previous Training
 - 14.4.8. Ratios
 - 14.4.9. Relationship with Other Services
 - 14.4.10. Other Relevant Variables
- 14.5. The IAEVG (International Association for Educational and Vocational Guidance) Model
 - 14.5.1. The International Association for Educational and Career Guidance: Origin, Purpose and Mission
 - 14.5.2. International Competencies for Guidance Professionals
 - 14.5.3. Core Competencies of Guidance Professionals in the IAEVG Model
 - 14.5.4. IAEVG Specialized Competencies (I): Diagnosis
 - 14.5.5. IAEVG Specialized Competencies (II): Educational Guidance
 - 14.5.6. IAEVG Specialized Competencies (III): Career Development
 - 14.5.7. IAEVG Specialized Competencies (IV): Counseling
 - 14.5.8. IAEVG Specialized Competencies (V): Information
 - 14.5.9. IAEVG Specialized Competencies (VI): Consultation
 - 14.5.10. IAEVG Specialized Competencies (VII): Research
 - 14.5.11. IAEVG Specialized Competencies (VIII): Program and Service Management
 - 14.5.12. IAEVG Specialized Competencies (IX): Community Development
 - 14.5.13. IAEVG Specialized Competencies (X): Employment
 - 14.5.14. IAEVGEA Ethical Standards
- 14.6. The ASCA (American Association for School Counseling) Model in the U.S. School Setting
 - 14.6.1. The ASCA National Model
 - 14.6.2. ASCA National Model School Counseling Programs
 - 14.6.3. Pillars of School Counseling in the ASCA National Model
 - 14.6.4. Application of the ASCA National Model for School Counseling
 - 14.6.5. School Counseling Management in the ASCA National Model
 - 14.6.6. Accountability in the ASCA National Model
 - 14.6.7. Some ASCA National Model Templates
 - 14.6.8. Recognized ASCA Model Program (RAMP)
 - 14.6.9. ASCA Ethical Standards
 - 14.6.10. ASCA Empirical Studies on School Counseling Effectiveness

- 14.7. The Competency Model of the Counselor from Chile
 - 14.7.1. Towards a Model of Competencies and Standards for Guidance Counselors in Chile (MINEDUC 2010)
 - 14.7.2. Generic Competencies for Counselors (I): Communication
 - 14.7.3. Generic Competencies for Counselors (II): Teamwork
 - 14.7.4. Generic Competencies for Counselors (III): Ability to Plan and Organize
 - 14.7.5. Generic Competencies for Counselors (IV): Innovation and Creativity
 - 14.7.6. Generic Competencies for Counselors (V): Commitment to Continuous Learning
 - 14.7.7. A Map of ICT Competencies for Counselors in Chile (I): Pedagogical Dimension
 - 14.7.8. A Map of ICT Competencies for Counselors in Chile (II): Technical Dimension
 - 14.7.9. A Map of ICT Competencies for Counselors in Chile (III): Management Dimension
 - 14.7.10. A Map of ICT Competencies for Counselors in Chile (IV): Social, Ethical and Legal Dimension
 - 14.7.11. A Map of ICT Competencies for Counselors in Chile (V): Dimension of Professional Development and Responsibility
- 14.8. The Bertelsmann Foundation's Model for Coordinated Career Guidance
 - 14.8.1. Leitfaden Berufsorientierung: Guidelines for Career Guidance of the Bertelsmann Foundation
 - 14.8.2. Objectives and Principles of Coordinated Career Guidance: for Youth Employment
 - 14.8.3. Quality Management System for Career Guidance Coordinated from the School Setting
 - 14.8.4. Career Guidance Planning in the School Setting
 - 14.8.5. Application for Career Guidance in the School Environment
 - 14.8.6. Main Dimensions of Quality for the Organization of Career Guidance Actions
 - 14.8.7. How to Professionally Guide Children?
 - 14.8.8. The Teacher as an Ally in Career Guidance
 - 14.8.9. For Youth Employment: Present and Future
 - 14.8.10. Recognition and Impact of Bertelsmann Foundation's Coordinated Career Guidance Model
- 14.9. Ratios of Users per Professional in the World: The Demand of 1:250
 - 14.9.1. Is the Ratio of Users served by a Counselor so Relevant?
 - 14.9.2. Some International Data on the Ratio of Users per Counselor
 - 14.9.3. 1:250: The Demand for 1 Counselor for every 250 Students
 - 14.9.4. Some Initiatives to Reclaim the 1:250 Ratio
 - 14.9.5. Relationship of the Ratio to other Relevant Variables in Guidance
 - 14.9.6. Organizational Models of Guidance and Recommended Ratio
 - 14.9.7. When the Ratio is Excessive: The Case of the Elastic Counselor
 - 14.9.8. Elastic Counselor Responses (I): Priority Lines of Action
 - 14.9.9. Elastic Counselor Responses (II): Task and Project Management
- 14.10. SWOT Analysis: Weaknesses, Threats, Strengths and Opportunities of Each Guidance Model
 - 14.10.1. What is and Why Conduct a SWOT Analysis of Different Organizational Models of Guidance?
 - 14.10.2. SWOT Analysis of External Guidance Services
 - 14.10.3. SWOT Analysis of Guidance Services in Educational Centers
 - 14.10.4. SWOT Analysis of Mixed Guidance Services
 - 14.10.5. SWOT Analysis of the IAEVG Model
 - 14.10.6. SWOT Analysis of the ASCA Model
 - 14.10.7. SWOT Analysis of Chile's Competency Model
 - 14.10.8. SWOT Analysis of the Bertelsmann Foundation's Coordinated Career Guidance Model
 - 14.10.9. What Conclusions Can We Draw From These SWOT Analyses?
 - 14.10.10. How to Determine the Most Appropriate Organizational Model for My Situation and Context?

Module 15. Development of Emotional Intelligence in Career Guidance

- 15.1. Theoretical Basis: Why is Emotional Intelligence Necessary?
 - 15.1.1. Definition of the Concept of Emotional Intelligence
 - 15.1.2. Elements of Emotional Intelligence
 - 15.1.3. Emotional Intelligence and Education
 - 15.1.4. Emotional Education and Basic Competencies
 - 15.1.5. The Delors Report (UNESCO 1996)
 - 15.1.6. Family and Emotional Education
 - 15.1.7. Emotional Competencies
 - 15.1.8. Ideal Environments
 - 15.1.9. Principles, Values and Virtues
 - 15.1.10. Roadmap in Emotional Intelligence
- 15.2. Self-Knowledge and Management of Emotions
 - 15.2.1. Human Dimension, Self-Knowledge
 - 15.2.2. What are Feelings?
 - 15.2.3. Expression in the Body
 - 15.2.4. Rational Expression
 - 15.2.5. What are Emotions?
 - 15.2.6. Basic Emotions
 - 15.2.7. Expression of Emotion
 - 15.2.8. Self-Confidence
 - 15.2.9. Self-Concept Application Models
 - 15.2.10. Self-Care
- 15.3. Emotional Intelligence in Adolescence
 - 15.3.1. Stages of Development, the Child Grows Emotionally. Life Cycle
 - 15.3.2. Virginia Satir, Family Model
 - 15.3.3. From the Family to the Individual
 - 15.3.4. Emotional Characteristics of the Adolescent
 - 15.3.5. Emotional Perception
 - 15.3.6. Adolescent Emotional Domains
 - 15.3.7. Skills Development
 - 15.3.8. Social Stress
 - 15.3.9. Visualization of Goals
 - 15.3.10. Application Models
- 15.4. Empathy, Leadership and Emotional Regulation
 - 15.4.1. Our Brain, Cerebral Hemispheres
 - 15.4.2. Rational vs Emotional Intelligence
 - 15.4.3. The Self and the Other
 - 15.4.4. Assertiveness as a Way of Life, Emotional Regulation
 - 15.4.5. Basic Beliefs, our Map of How We View Life
 - 15.4.6. Knowing My Personal Goals
 - 15.4.7. Recognizing Personal Skills
 - 15.4.8. True Success
 - 15.4.9. Competencies to be Developed
 - 15.4.10. Real Knowledge of Limiting Beliefs
 - 15.4.11. Application Models
- 15.5. Development of Social Skills
 - 15.5.1. Educating for Social Relationships
 - 15.5.2. Direct Experience
 - 15.5.3. Imitation
 - 15.5.4. Academic Support Measures
 - 15.5.5. Raise the Level of Social Competence
 - 15.5.6. Conflict Resolution
 - 15.5.7. Stress Management
 - 15.5.8. Disruptive Behaviors
 - 15.5.9. Communication
 - 15.5.10. Application Models
- 15.6. Implications for Employment
 - 15.6.1. Individuation Period
 - 15.6.2. Intellectual Development
 - 15.6.3. Physical Development
 - 15.6.4. Development of a Way of Life
 - 15.6.5. Personality Development
 - 15.6.6. Vocational Orientation
 - 15.6.7. Potential and Challenge
 - 15.6.8. Education and Training
 - 15.6.9. Application Models

- 15.7. Enthusiasm and Motivation
 - 15.7.1. Initial Enthusiasm and Sustained Motivation
 - 15.7.2. Definition of Neurological Levels
 - 15.7.3. Generate Self-Esteem
 - 15.7.4. On the Way to Your Goal
 - 15.7.5. Problem Solving
 - 15.7.6. Self-Motivation: Strengths
 - 15.7.7. Motivation in the Classroom: Cultivating Curiosity
 - 15.7.8. Professional Interests
 - 15.7.9. Tolerance to Failure
 - 15.7.10. Application Models
- 15.8. Emotional Management
 - 15.8.1. Perception, the Map of Seeing Life, Analysis of the Emotional Situation
 - 15.8.2. Observation of the Ambioima
 - 15.8.3. Detection of Limiting Beliefs
 - 15.8.4. Emotions for Life
 - 15.8.5. Stress, Concept, Symptoms and Types
 - 15.8.6. Managing Stress
 - 15.8.7. Sustaining Emotion
 - 15.8.8. Resilience
 - 15.8.9. Expression Channels
 - 15.8.10. Application Models
- 15.9. The Development of Attitudes and Competencies for the Work Environment
 - 15.9.1. What Are Work Competencies?
 - 15.9.2. Competency Standards
 - 15.9.3. Occupational Profiles
 - 15.9.4. Employability Skills
 - 15.9.5. Attitudes towards Employability: Social, and Work Attitudes
 - 15.9.6. Affective, Cognitive and Behavioral Components of Attitudes
 - 15.9.7. Attitude Change: Congruent and Incongruent
 - 15.9.8. Most Valued Social Skills with Respect to Employability
 - 15.9.9. Personal Map of Attitudes and Competencies
 - 15.9.10. Application Models

- 15.10. Resources in Primary Education: An Evolutionary Approach
 - 15.10.1. Identification of Emotions
 - 15.10.2. The Self and the Other
 - 15.10.3. Emotional Environment
 - 15.10.4. Description of the Child's Environment: Expression Channels
 - 15.10.5. Self-Concept
 - 15.10.6. Development of Self-Esteem
 - 15.10.7. Enhancing the Expression of Emotions, Assertiveness
 - 15.10.8. Intervention Strategies in Emotional Education
 - 15.10.9. Development of Emotional Competencies
 - 15.10.10. Application Models

Module 16. Development of Professional Competencies in Career Guidance

- 16.1. Employability Model
 - 16.1.1. Current Economic Context
 - 16.1.2. Employment in the 21st Century
 - 16.1.3. Self-Knowledge
 - 16.1.4. Vision
 - 16.1.5. Mission
 - 16.1.6. Definition of Objectives
 - 16.1.7. New Work Models
 - 16.1.8. Roadmap
 - 16.1.9. Personal Brand
- 16.2. Development of Competencies
 - 16.2.1. Characteristics of the Competencies
 - 16.2.2. Capabilities, Skills and Competencies
 - 16.2.3. Competencies that will be in Demand in the 21st Century
 - 16.2.4. Personal Competencies
 - 16.2.5. Competency Training
 - 16.2.6. Maturity Levels of a Competency
 - 16.2.7. Assessment of Competencies (Indicators)

- 16.3. Collaborative Work
 - 16.3.1. Teamwork
 - 16.3.2. Characteristics of Collaborative Work
 - 16.3.3. The Power of Teamwork
 - 16.3.4. Structures and Models for Collaborative Work
 - 16.3.5. Communities of Practice
 - 16.3.6. Tools for Collaborative Work
 - 16.3.7. Empathy
 - 16.3.8. Assertiveness
 - 16.3.9. Trust
 - 16.3.10. Self-Organized Teams
- 16.4. Project Work
 - 16.4.1. Work Models
 - 16.4.2. Results Oriented
 - 16.4.3. Organization of Work
 - 16.4.4. Project Definition
 - 16.4.5. Project Life Cycle
 - 16.4.6. Project Management
 - 16.4.7. The Figure of the Project Manager
 - 16.4.8. Methodologies for Project Management
 - 16.4.9. Difference between Project Development and Product Development
 - 16.4.10. Product Design and Creation
- 16.5. Communication
 - 16.5.1. Basic Characteristics of Communication
 - 16.5.2. Effective Communication
 - 16.5.3. Active Listening
 - 16.5.4. Intrapersonal Communication
 - 16.5.5. Interpersonal Communication
 - 16.5.6. Online Interpersonal Communication (e-mail, Social Networks)
 - 16.5.7. Effective Presentations
 - 16.5.8. Visual Communication
 - 16.5.9. Body Communication (Non-Verbal Language)
 - 16.5.10. Speaking in Public
- 16.6. Adaptation to Change
 - 16.6.1. Context and Basic Concepts
 - 16.6.2. Main Characteristics of Adaptation to Change
 - 16.6.3. Unlearning to Relearn
 - 16.6.4. Flexibility and Versatility
 - 16.6.5. Change Management Process
 - 16.6.6. Factors Favoring Adaptation to Change
 - 16.6.7. Negative Factors or Factors that do not Help Adaptation to Change
 - 16.6.8. Comfort Zone
 - 16.6.9. The Everett Rogers Curve
 - 16.6.10. Moore's Law
- 16.7. Business Models
 - 16.7.1. Definition and Fundamental Concepts
 - 16.7.2. Business Canvas I
 - 16.7.3. Business Canvas II
 - 16.7.4. Examples of Business Model
 - 16.7.5. Innovation
 - 16.7.6. Innovative Business Models
 - 16.7.7. Basic Organizational Models
- 16.8. Entrepreneurship
 - 16.8.1. Personal Business Models
 - 16.8.2. Startups
 - 16.8.3. Strategic Business Planning
 - 16.8.4. Lean Canvas
 - 16.8.5. Lean Startup Method
 - 16.8.6. Internet Strategy (Digital Business, Digital Marketing)
 - 16.8.7. Entrepreneurship Skills
 - 16.8.8. Social Entrepreneurship
 - 16.8.9. Corporate Enterprise
 - 16.8.10. The Concept of Value Contribution

- 16.9. Leadership
 - 16.9.1. What is Leadership?
 - 16.9.2. What Does It Take to Be a Leader?
 - 16.9.3. Types of Leadership
 - 16.9.4. Self-Leadership
 - 16.9.5. *Mindfulness*
 - 16.9.6. Tribes
 - 16.9.7. Followers
 - 16.9.8. *Feedback*
 - 16.9.9. Coaching
 - 16.9.10. Emotional Intelligence
 - 16.10. Creativity Development
 - 16.10.1. Fundamental Concepts
 - 16.10.2. Factors that Favor the Development of Creativity
 - 16.10.3. Factors that do not Favor Creativity
 - 16.10.4. Lateral Thinking
 - 16.10.5. Exploration and Management of Ideas
 - 16.10.6. Development and Monitoring of Ideas
 - 16.10.7. Divergent Thinking
 - 16.10.8. Convergent Thinking
- Module 17. Decision-Making I. Who Am I to Know What I Want**
- 17.1. Theories in Decision-Making. The Non-Decision
 - 17.1.1. Introduction
 - 17.1.2. Decision-Making Concept
 - 17.1.3. Approaches to Decision-Making
 - 17.1.4. Explanatory Models of How Decisions are Made
 - 17.1.5. Individual Variables in Decision-Making
 - 17.1.6. How to Learn How to Make Decisions?
 - 17.1.7. How to Teach How to Make Decisions?
 - 17.1.8. Programs to Teach Decision-Making
 - 17.1.9. Group Decision-Making
 - 17.1.10. The Non-Decision
 - 17.2. A Practical Model for Professional Decisions: Heart, Head and Feet
 - 17.2.1. Introduction
 - 17.2.2. Theoretical Basis of the Model
 - 17.2.3. Heart: Who are you?
 - 17.2.4. Head: What does the World Offer and What does it Want?
 - 17.2.5. Feet: Planning for the Future
 - 17.2.6. Individual Development Plan
 - 17.2.7. Individual Implementation
 - 17.2.8. Group Implementation
 - 17.2.9. Integration in Educational Centers
 - 17.2.10. Conclusions
 - 17.3. Motivation and Vocational Decision. Vital Moment
 - 17.3.1. Introduction
 - 17.3.2. The Behavioral Approach
 - 17.3.3. Social Approach
 - 17.3.4. Cognitive Approach
 - 17.3.5. Humanistic Approach
 - 17.3.6. The Psychoanalytic Point of View in Vocational Selection
 - 17.3.7. Motivation in Adolescents
 - 17.3.8. Current Social and Family Variables
 - 17.3.9. Role of the Counselor and Tutor
 - 17.3.10. Motivational Resources
 - 17.4. Skills: Diagnosis and Integration in the Model
 - 17.4.1. What Are Skills?
 - 17.4.2. Verbal Aptitude
 - 17.4.3. Numerical Aptitude
 - 17.4.4. Spatial Aptitude
 - 17.4.5. Mechanical Aptitude
 - 17.4.6. Memory
 - 17.4.7. Concentration
 - 17.4.8. Other Skills
 - 17.4.9. Assessment by Test
 - 17.4.10. Self-Diagnosis of Skills
 - 17.4.11. Integration in the CCP Model

- 17.5. What are Multiple Intelligences and their Correlation with Professions?
 - 17.5.1. Introduction
 - 17.5.2. What are Multiple Intelligences?
 - 17.5.3. Visuospatial Intelligence
 - 17.5.4. Linguistic Intelligence
 - 17.5.5. Logical-Mathematical Intelligence
 - 17.5.6. Naturopathic Intelligence
 - 17.5.7. Musical Intelligence
 - 17.5.8. Body-Kinesthetic Intelligence
 - 17.5.9. Interpersonal Intelligence
 - 17.5.10. Intrapersonal Intelligence
 - 17.5.11. Assessment of Multiple Intelligences
 - 17.5.12. Integration in the CCP Model
- 17.6. Personality Associated with Professional Profiles
 - 17.6.1. Personality Models
 - 17.6.2. Personality in Adolescents
 - 17.6.3. Self-Concept and Vocational Maturity
 - 17.6.4. Personality Variables Relevant to Vocational Choice
 - 17.6.5. The Holland's Model
 - 17.6.6. Personality Associated with Professions
 - 17.6.7. Personality Assessment Resources
 - 17.6.8. Case Study
 - 17.6.9. Integration in the CCP Model
- 17.7. Talent as Differentiation and Opportunity
 - 17.7.1. Introduction
 - 17.7.2. Concept of Talent
 - 17.7.3. Talent Development
 - 17.7.4. Talent and Academic Achievement
 - 17.7.5. Talent and High Abilities
 - 17.7.6. Talent and Professional Competencies
 - 17.7.7. Resources to Help Them Discover Their Talents
 - 17.7.8. Talent Detection
 - 17.7.9. Cases of Talented Adolescents
 - 17.7.10. Integration in the CCP Model
- 17.8. Vocational Values. What Do They Want to Work For?
 - 17.8.1. Introduction
 - 17.8.2. Concept of Vocational Values
 - 17.8.3. Values and the Current Work Environment
 - 17.8.4. Importance for Selection
 - 17.8.5. Values and Family
 - 17.8.6. Values and Gender
 - 17.8.7. Ceres Classification
 - 17.8.8. Values Associated with Professions
 - 17.8.9. Values as a Basis for a Life Path
 - 17.8.10. Integration in the CCP Model
- 17.9. Level of Effort and Study Habits
 - 17.9.1. Introduction
 - 17.9.2. Importance of the Academic Record
 - 17.9.3. Models for Gathering Information
 - 17.9.4. Study Habits
 - 17.9.5. Assessment and Corrective Measures of Study Habits
 - 17.9.6. Study Techniques; Classroom Teaching
 - 17.9.7. Academic Effort and Performance
 - 17.9.8. School Failure: Relevant Variables
 - 17.9.9. Family and School Performance
 - 17.9.10. Integration in the CCP Model
- 17.10. Specific Resources for Self-Knowledge
 - 17.10.1. Comillas University Orion Program
 - 17.10.2. Incomplete Questioning Techniques
 - 17.10.3. Group and Individual Personality Dynamics
 - 17.10.4. Mentor Dynamics: Limiting Beliefs
 - 17.10.5. Systematic Relaxation and Talent
 - 17.10.6. Dynamics to Discover Professional Values
 - 17.10.7. Career Guidance Test on the Web
 - 17.10.8. Integration with the CCP Model

Module 18. Decision-Making II. The Search for Information and How to Achieve What You Want

- 18.1. Development of Active Information Seeking Competence
 - 18.1.1. The Digital Era and the Internet
 - 18.1.2. Young People and New Technologies
 - 18.1.3. Critical Thinking
 - 18.1.4. Active Learning
 - 18.1.5. 10 Skills to Develop this Competency
 - 18.1.6. Classroom Resources
 - 18.1.7. Technical Resources
 - 18.1.8. The Importance of Information in Vocational Selection
 - 18.1.9. Integration with the CCP Model
- 18.2. Professional Families First Approach to Vocational Selection
 - 18.2.1. Introduction
 - 18.2.2. Concept of Professional Family
 - 18.2.3. Different Classifications
 - 18.2.4. A Concrete Classification Model: Theoretical Rationale
 - 18.2.5. Experimental Science Family
 - 18.2.6. Applied Technique Family
 - 18.2.7. Healthcare Family
 - 18.2.8. Business and Economics Family
 - 18.2.9. Administrative Activities Family
 - 18.2.10. Legal and Advisory Family
 - 18.2.11. Protection and Security Family
 - 18.2.12. Humanistic-Social Family
 - 18.2.13. Communication Family
 - 18.2.14. Teaching and Guidance Family
 - 18.2.15. Languages Family
 - 18.2.16. Film and Theater Family
 - 18.2.17. Music Family
 - 18.2.18. Plastic Arts Family
 - 18.2.19. Aesthetics Family
 - 18.2.20. Farming Family
 - 18.2.21. Sports Family
 - 18.2.22. Religious Activities Family
 - 18.2.23. Integration in the CCP Model
- 18.3. Educational Options: Degrees and Special Education
 - 18.3.1. What are University Degrees?
 - 18.3.2. Special Education: An Option
 - 18.3.3. Access to the Different Options
 - 18.3.4. The University Access System
 - 18.3.5. Variables to Consider by the Student When Facing Different Academic Options
 - 18.3.6. Interviews with People Studying the Educational Option to be Appraised
 - 18.3.7. Integration with the CCP Model
- 18.4. Career Opportunities of the Educational Options
 - 18.4.1. Introduction
 - 18.4.2. The New Professional Opportunities of the 21st Century
 - 18.4.3. Importance of the Socioeconomic Context
 - 18.4.4. The Study of Career Opportunities Based on Educational Options
 - 18.4.5. New Market Trends in Traditional Careers
 - 18.4.6. Employability of Educational Options
 - 18.4.7. Employability of Career Opportunities
 - 18.4.8. Access to the Different Professional Opportunities
 - 18.4.9. Classroom Resources for Researching Career Opportunities
 - 18.4.10. Integration in the CCP Model
- 18.5. The Individual Context. Reality Itself
 - 18.5.1. Family Socioeconomic Context
 - 18.5.2. Levels of Autonomy
 - 18.5.3. Level of Motivation and Effort
 - 18.5.4. Capabilities and Skills
 - 18.5.5. Level of Vocational Maturity
 - 18.5.6. Personality
 - 18.5.7. Personal Variables: The Diversity
 - 18.5.8. Information Gathering and the Role of the Counselor
 - 18.5.9. Integration in the CCP Model

- 18.6. Research on the Factors that Define the Labor Reality
 - 18.6.1. Introduction
 - 18.6.2. Study of the Functions and Tasks in a Specific Career Path
 - 18.6.3. Remuneration of Professions
 - 18.6.4. Promotion and Professional Development
 - 18.6.5. Associated Work Climate
 - 18.6.6. Lifestyle Associated with the Professions: Schedules, Availability, Mobility
 - 18.6.7. Professions and Gender
 - 18.6.8. Structured Interview to Gather Information
 - 18.6.9. Networked Resources for Research
 - 18.6.10. Integration in the CCP Model
- 18.7. Individual Vocational Selection. Fitting the Puzzle
 - 18.7.1. SWOT Methodology for Individual Decision-Making
 - 18.7.2. Student Strengths
 - 18.7.3. Student Weaknesses
 - 18.7.4. Threats of Valued Professions
 - 18.7.5. Career Options Opportunities
 - 18.7.6. Individual Reflection
 - 18.7.7. Assessment of the Degree of Certainty in Vocational Decision-Making
 - 18.7.8. Interview with the Student and the Role of the Counselor
 - 18.7.9. Integration in the CCP Model
- 18.8. Family Interview, Model and Advantages
 - 18.8.1. Introduction
 - 18.8.2. Approaches to Family Interviewing
 - 18.8.3. Group Workshops for Parents on Vocational Selection
 - 18.8.4. Family Influence on Final Decision-Making
 - 18.8.5. Communication of the Interview
 - 18.8.6. Structured Interview Format
 - 18.8.7. Development of the Family Interview
 - 18.8.8. Diversity in Student and/or Family
 - 18.8.9. Advantages of the Family Interview
 - 18.8.10. Integration in the CCP Model
- 18.9. An Individual Development Plan: Creating a Profession-Focused Resume During Academic Training
 - 18.9.1. Concept of Individual Development Plan
 - 18.9.2. Extracurricular Knowledge
 - 18.9.3. Digital and Computer Skills
 - 18.9.4. Language:
 - 18.9.5. Volunteerism
 - 18.9.6. Previous Work Experience
 - 18.9.7. Generic Competencies for the First Job with a Career Focus
 - 18.9.8. Specific Competencies of Professional Areas
 - 18.9.9. Emotional Intelligence and Profession
 - 18.9.10. Integration in the CCP Model
- 18.10. Specific Resources for Information Search
 - 18.10.1. Introduction
 - 18.10.2. Academic Research
 - 18.10.3. Universities and Special Education Institutions
 - 18.10.4. Study Abroad
 - 18.10.5. Labor Market Trends
 - 18.10.6. Career Opportunities
 - 18.10.7. Employability
 - 18.10.8. Remuneration
 - 18.10.9. Testimonials and Online Forums
 - 18.10.10. Integration in the CCP Model

Module 19. Guidance for Inclusion. Vocational and Career Guidance for Teachers for Inclusion

- 19.1. Theoretical Framework: Theoretical Framework: the Concept of Diversity, Inclusion and Inclusive Guidance
 - 19.1.1. From Special Education to Diversity Care
 - 19.1.2. From Attention to Diversity to Inclusive Education
 - 19.1.3. Attention to Diversity within the Framework of the European Union
 - 19.1.4. Concept of Diversity from an Employability Perspective
 - 19.1.5. Concept of Educational and Labor Inclusion
 - 19.1.6. Inclusive Guidance, a Lifelong Process
 - 19.1.7. Inclusive Guidance, School, Work and the Environment
 - 19.1.8. Inclusive Guidance, Differentiated Needs
 - 19.1.9. Keys to an Inclusive Guidance
- 19.2. Knowledge of the Different Diversity Profiles for Guidance
 - 19.2.1. The Educational Response to Diversity
 - 19.2.2. Curricular Adaptations for Earning the Compulsory High School Diploma
 - 19.2.3. Understanding the Diversity of Cognitive, Emotional, and Affective Processes That Support Learning
 - 19.2.4. Diversity and Educational Inclusion Plan
 - 19.2.5. Students with Attention Deficit and Hyperactivity Disorder
 - 19.2.6. Students with Autism Spectrum Disorder
 - 19.2.7. Students with Learning Difficulties (Dyslexia, Dysorthography, etc.)
 - 19.2.8. Students with Intellectual Disabilities
 - 19.2.9. Students with Mental Disorders
 - 19.2.10. Students with Sensory Disabilities
- 19.3. Functional Diversity as Seen from its Potential
 - 19.3.1. Definition of Functional Diversity
 - 19.3.2. Types of Functional Diversity
 - 19.3.3. Identity and Intellectual Functional Diversity
 - 19.3.4. Inclusive Education and Higher Education from the Point of View of Students with Functional Diversity
 - 19.3.5. Socio-Occupational Training of Students with Functional Diversity
 - 19.3.6. Indicators to Identify the Potential of People with Functional Diversity
 - 19.3.7. Employment Inclusion of People with Functional Diversity
 - 19.3.8. Career Guidance for Students with Functional Diversity in University Education
- 19.4. General Actions in Career Guidance for Students with Different Difficulties: ADHD, ASD, Dyslexia
 - 19.4.1. Pre-Vocational Initiation
 - 19.4.2. Vocational Decision and Involvement
 - 19.4.3. Vocational Decision Processes
 - 19.4.4. Difficulty and Pressure
 - 19.4.5. Professional Counseling
 - 19.4.6. Market Knowledge
 - 19.4.7. Decision-Making Strategies
 - 19.4.8. Facilitating Self-Awareness and the Ability to Make Choices
 - 19.4.9. Provide Information to Trainee and Families
 - 19.4.10. Encourage Personal Interests
- 19.5. Tools for Inclusive Guidance
 - 19.5.1. How to Guide People with Learning Difficulties?
 - 19.5.2. Career Guidance for Individuals with Specific Educational Support Needs (ASD, ADHD, Dyslexia, etc.)
 - 19.5.3. Career Guidance for People with Intellectual Functional Diversity
 - 19.5.4. Career Guidance for People with Sensory Functional Diversity
 - 19.5.5. Professional Guidance for People in Conditions of Social Vulnerability
 - 19.5.6. Career Guidance for People with Mental Disorders
 - 19.5.7. Curriculum Development in Response to Diversity
 - 19.5.8. The Job Interview for People with Functional Diversity
 - 19.5.9. Professional Fields
 - 19.5.10. Vocational Groups

- 19.6. Educational Offers and Educational and Professional Itineraries, Taking Diversity into Account
 - 19.6.1. Educational and Career Pathways to Guide People with Difficulties
 - 19.6.2. Programs for Learning and Performance Enhancement
 - 19.6.3. Reinforcement Programs in High School
 - 19.6.4. Professional Qualification Programs
 - 19.6.5. Youth Guarantee Programs
 - 19.6.6. Occupational Training for People with Functional Diversity
 - 19.6.7. Special Employment Center
 - 19.6.8. Occupational Center
- 19.7. Diversity Career Guidance Program in High School
 - 19.7.1. Needs Assessment
 - 19.7.2. Program Rationale
 - 19.7.3. Program Objectives
 - 19.7.4. Program Contents
 - 19.7.5. Program Methodology
 - 19.7.6. Program Resources
 - 19.7.7. Program Timing
 - 19.7.8. Program Assessment
 - 19.7.9. Program Application
 - 19.7.10. Program Summary
- 19.8. Job Search Program: Customized Employment for People with Functional Diversity
 - 19.8.1. Customized Employment Concept
 - 19.8.2. Customized Employment, the Evolution of Supported Employment
 - 19.8.3. Labor Market
 - 19.8.4. Guidance and Job Search Resources
 - 19.8.5. Internet Employment
 - 19.8.6. Job Skills
 - 19.8.7. Social Skills
 - 19.8.8. Planning Skills
 - 19.8.9. Special Employment Centers
 - 19.8.10. The Role of the Companies
- 19.9. Occupational Training Itineraries for Attention to Diversity
 - 19.9.1. Unemployment of People with Disabilities
 - 19.9.2. Vocational Training for Employment
 - 19.9.3. Employment Workshops
 - 19.9.4. Labor Market Integration of People with Disabilities
 - 19.9.5. Labor Qualification of People with Disabilities
 - 19.9.6. Occupational Integration Services
 - 19.9.7. Pre-Employment Training
 - 19.9.8. Continuing Education
 - 19.9.9. Occupational Distance Training
 - 19.9.10. Public Employment Services that Cater to Diversity
- 19.10. Case Studies. Practical Case: Career Guidance Program for a Student with ADHD and/or ASD
 - 19.10.1. ASD Student
 - 19.10.2. Educational Experience
 - 19.10.3. Academic Guidance
 - 19.10.4. Career Guidance
 - 19.10.5. Job Placement
 - 19.10.6. Occupational and Ongoing Training
 - 19.10.7. Student with ADHD
 - 19.10.8. Educational Experience
 - 19.10.9. Academic Guidance
 - 19.10.10. Career Guidance
 - 19.10.11. Job Placement
 - 19.10.12. Occupational and Continuing Education

Module 20. ICT in Academic, Vocational, and Career Guidance

- 20.1. ICT in the Information Society
 - 20.1.1. Introduction
 - 20.1.2. The Information Society
 - 20.1.3. Definition
 - 20.1.4. Causes of Its Expansion
 - 20.1.5. Characteristics of the Information Society and Requirements for Educational Institutions
 - 20.1.6. Myths of the Information Society
 - 20.1.7. ICT
 - 20.1.8. Definition
 - 20.1.9. Evolution and Development
 - 20.1.10. Characteristics and Possibilities for Teaching
- 20.2. The Inclusion of ICT in the School Environment
 - 20.2.1. Introduction
 - 20.2.2. Roles of ICT in Education
 - 20.2.3. General Variables to Consider in the Incorporation of ICT
 - 20.2.4. Evolutionary Variables
 - 20.2.5. Physiological Variables
 - 20.2.6. Cultural Variables
 - 20.2.7. Economic Variables
 - 20.2.8. The Didactic Model as a Reference
 - 20.2.9. Selection Criteria
 - 20.2.10. Other Aspects to Consider
- 20.3. Education and Guidance in Globalization
 - 20.3.1. Introduction
 - 20.3.2. The Phenomenon of Globalization
 - 20.3.3. Origins and Characteristics
 - 20.3.4. How Does Globalization Affect Education?
 - 20.3.5. Positive and Negative Consequences of Globalization
 - 20.3.6. Quality, Equity and Relevance
 - 20.3.7. Learning to Draw Boundaries as an Educational Responsibility
 - 20.3.8. Keys to a Sustainable Future
 - 20.3.9. Other Perspectives; Dimensions of a "Glocal" Education
 - 20.3.10. New Social Spaces for Education
- 20.4. Training in the Digital Competence of Guidance Practitioners
 - 20.4.1. Introduction
 - 20.4.2. The Education and Guidance Professional in the 21st Century
 - 20.4.3. Digital Literacy; from a Need to an Emerging Reality
 - 20.4.4. Definition of Digital Competence
 - 20.4.5. Common Framework for Digital Competence
 - 20.4.6. Areas and Competences
 - 20.4.7. Contextualization of the Framework of Digital Competence in Education
 - 20.4.8. Digital Competence Portfolio for Teachers
 - 20.4.9. Some Resources to Achieve Digital Competence in Teaching
 - 20.4.10. Other Frameworks on Digital Competition
- 20.5. The Role of the Counselor and the Student in the New ICT Spaces
 - 20.5.1. New Learning Scenarios
 - 20.5.2. The Impact on the Student's Environment
 - 20.5.3. The Role of the Counselor in the Face of New Information and Communication Technologies
 - 20.5.4. The Role of the Student; from Invisible to Protagonist
 - 20.5.5. Technological Skills and Competencies of the Teacher/Counselor
 - 20.5.6. Technological Skills and Competencies of the Students
 - 20.5.7. Risks and Proposals
- 20.6. Design and Development of Multimedia Materials for Training and Guidance
 - 20.6.1. Introduction
 - 20.6.2. Multimedia Technology
 - 20.6.3. Definition of Multimedia Concept
 - 20.6.4. Qualities of Multimedia Resources and Materials
 - 20.6.5. Classification
 - 20.6.6. Contributions and Limitations
 - 20.6.7. Materials Development
 - 20.6.8. Some Quality Criteria
 - 20.6.9. Video as a Resource for Guidance and Training
 - 20.6.10. Social Media as a Resource for Guidance and Training

- 20.7. Internet Applied to Guidance: Webquests, Wikis and Blogs
 - 20.7.1. Webquest
 - 20.7.2. Concept, Origin and Characteristics
 - 20.7.3. Structure of a Webquest
 - 20.7.4. Wikis
 - 20.7.5. Concept, Origin and Characteristics
 - 20.7.6. Structure of a Wiki
 - 20.7.7. Blogs
 - 20.7.8. Concept, Origin and Characteristics
 - 20.7.9. Structure of a Webquest
- 20.8. ICT as a Support for Students with Educational Needs
 - 20.8.1. Introduction
 - 20.8.2. Software for Students with Special Educational Needs
 - 20.8.3. Software that Allows Access to the Computer
 - 20.8.4. Supporting Technologies
 - 20.8.5. The Need for Career Guidance Support Resources
- 20.9. Some Projects and Experiences of Guidance and ICT
 - 20.9.1. Introduction
 - 20.9.2. "My vocational e-portfolio" (MYVIP)
 - 20.9.3. MyWayPass: Free Online Platforms for Decision Making
 - 20.9.5. At the Ring of a Bell
 - 20.9.6. Socioescuela
 - 20.9.7. Orientaline
 - 20.9.8. Virtual Student Lounge





20.10. Some Digital Resources for Education Guidance

20.10.1. Introduction

20.10.2. Associations and Portals of Interest in the Field of Guidance

20.10.3. Blogs

20.10.4. Wikis

20.10.5. Social Networks of Professionals or Academic and Career Guidance Institutions

20.10.6. Facebook Groups

20.10.7. Guidance Apps

20.10.8. Interesting Hashtags

20.10.9. Other ICT Resources

20.10.10. Personal Learning Environments in Guidance: OrientaPLE

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With the combination of innovative resources and a high-level pedagogical approach, this academic opportunity will provide you with an educational experience that exceeds expectations”

04

Teaching Objectives

This Advanced Master's Degree aims to train professionals to lead guidance processes in various educational and work contexts. Therefore, the university program will prepare specialists capable of guiding individuals in making academic and professional decisions, providing effective tools to foster personal development and integration into the job market. To achieve this, this academic path will establish specific objectives, including the design and implementation of guidance strategies tailored to individual and collective needs.





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Only TECH will provide you with the key tools to not only become an expert in guidance but also to lead the educational and professional field in a transformative way”



General Objectives

- ♦ Develop skills to advise students on choosing educational and career paths
- ♦ Apply guidance strategies to help students identify their strengths and areas for improvement
- ♦ Develop competencies in creating educational and career guidance plans tailored to individual needs
- ♦ Apply psychological approaches to address emotional challenges related to career choice
- ♦ Develop strategies to support students in the transition from secondary education to higher education
- ♦ Apply guidance techniques to help students explore and define their professional interests
- ♦ Develop skills in using digital tools and resources for educational and career guidance
- ♦ Apply educational coaching approaches to motivate students in developing their academic and professional potential
- ♦ Develop competencies to implement career guidance programs in educational institutions
- ♦ Apply techniques for evaluating skills and competencies to guide students in their career decisions
- ♦ Develop intervention strategies for students at risk of educational or career dropout
- ♦ Implement training and socio-emotional skill development programs to enhance employability
- ♦ Develop competencies in conflict management in educational and career guidance processes
- ♦ Apply guidance techniques for the reintegration of individuals seeking a career change
- ♦ Develop skills to design and manage career guidance programs in educational and work settings
- ♦ Apply inclusive approaches in educational guidance to support students with special educational needs
- ♦ Develop skills to guide students in exploring continuous education and professional development options
- ♦ Apply holistic guidance models that address both academic and personal-professional aspects
- ♦ Develop strategies to promote self-confidence and autonomy in students' career decision-making
- ♦ Manage collaboration between parents, teachers, and professionals to improve the educational and career guidance process



TECH, the world's largest online university according to Forbes, will provide you with an innovative, flexible, and top-quality academic experience"



Specific Objectives

Module 1. Learning and Development of Personalities

- ♦ Identify the factors that influence personality development in educational contexts
- ♦ Analyze learning theories and their relationship to personal development
- ♦ Design pedagogical strategies that foster emotional and cognitive growth in students
- ♦ Evaluate the impact of the educational environment on personality formation

Module 2. Society, Family, and Education

- ♦ Analyze the interaction between society, family, and the education system
- ♦ Design strategies to strengthen collaboration between family and school
- ♦ Evaluate the impact of social values on educational processes
- ♦ Identify family roles in supporting academic development

Module 3. Areas of Educational Guidance and Psychopedagogical Counseling

- ♦ Identify the main areas of intervention in educational guidance
- ♦ Design psychopedagogical counseling programs adapted to different contexts
- ♦ Implement strategies to support students with specific needs
- ♦ Evaluate the effectiveness of educational and psychopedagogical guidance services

Module 4. Processes of Educational Guidance and Psychopedagogical Counseling

- ♦ Analyze the fundamental processes in educational and psychopedagogical guidance
- ♦ Design intervention strategies based on counseling models
- ♦ Implement follow-up techniques to evaluate the impact of guidance
- ♦ Evaluate students' needs to personalize educational counseling

Module 5. Inclusive Education and Attention to Diversity

- ♦ Design inclusive strategies that respond to the needs of all students
- ♦ Implement teaching methodologies that promote equity and diversity
- ♦ Analyze the challenges and opportunities of inclusive education in different contexts
- ♦ Evaluate the impact of inclusive practices on academic and social performance

Module 6. The Educational Research and Innovation and Change Management

- ♦ Design research projects aimed at improving educational processes
- ♦ Implement innovative practices that transform the educational environment
- ♦ Analyze change management strategies in educational institutions
- ♦ Evaluate the impact of educational innovation initiatives on the school community

Module 7. Educational Processes and Contexts

- ♦ Analyze the elements that make up different educational contexts
- ♦ Design pedagogical strategies adapted to the characteristics of each context
- ♦ Implement methodologies that improve teaching and learning processes
- ♦ Evaluate the impact of educational contexts on the development of competencies

Module 8. Roles in Conflict Resolution

- ♦ Identify the roles involved in resolving school conflicts
- ♦ Design strategies to mediate and manage conflicts in the classroom
- ♦ Implement activities that promote coexistence and mutual respect
- ♦ Evaluate the effectiveness of interventions applied in conflict management

Module 9. Creativity and Emotional Education in the Classroom

- ♦ Design activities that develop creativity and emotional competencies
- ♦ Implement strategies to encourage emotional expression in educational contexts
- ♦ Analyze the impact of creativity on problem-solving in the classroom
- ♦ Evaluate students' progress in emotional and creative skills

Module 10. Neuroeducation

- ♦ Identify the basic principles of neuroeducation and its application in the classroom
- ♦ Design pedagogical strategies based on brain function
- ♦ Implement activities that promote meaningful and lasting learning
- ♦ Evaluate the impact of neuroeducational practices on cognitive development

Module 11. Communication in the Classroom

- ♦ Design strategies to improve communication between teachers and students
- ♦ Implement techniques that promote active listening and dialogue in the classroom
- ♦ Analyze the factors that influence effective communication in educational contexts
- ♦ Evaluate the impact of effective communication on learning and coexistence

Module 12. Career and Vocational Guidance: Theoretical Framework

- ♦ Analyze the theoretical foundations of vocational and career guidance
- ♦ Design guidance programs based on recognized theoretical models
- ♦ Implement strategies to support students in their career choices
- ♦ Evaluate the impact of vocational guidance on decision-making

Module 13. Organizational Development of Guidance in Educational Institutions

- ♦ Design organizational plans for implementing guidance services
- ♦ Analyze the needs of educational institutions regarding guidance
- ♦ Implement strategies to integrate guidance into school planning
- ♦ Evaluate the effectiveness of applied organizational models

Module 14. Vocational and Career Guidance Around the World

- ♦ Identify the most prominent global practices in vocational guidance
- ♦ Analyze the challenges and trends in career guidance in different contexts
- ♦ Design guidance strategies that consider global market dynamics
- ♦ Evaluate the applicability of international models in local contexts

Module 15. Development of Emotional Intelligence in Career Guidance

- ♦ Design activities to strengthen emotional intelligence in vocational guidance
- ♦ Implement strategies that promote emotional management in decision-making
- ♦ Analyze the relationship between emotional intelligence and professional success
- ♦ Evaluate the impact of emotional competencies on vocational development

Module 16. Development of Professional Competencies in Career Guidance

- ♦ Design strategies that promote the development of key competencies in students
- ♦ Implement practical activities to strengthen professional skills
- ♦ Analyze labor market needs and their relationship with career guidance
- ♦ Evaluate the impact of developed competencies on employment integration

Module 17. Decision-Making I. Who Am I to Know What I Want

- ♦ Design activities that promote self-awareness in vocational processes
- ♦ Implement strategies that help students identify their interests and values
- ♦ Analyze the initial stages of vocational decision-making
- ♦ Evaluate the impact of self-awareness on professional choice

Module 18. Decision-Making II. The Search for Information and How to Achieve What You Want

- ♦ Design strategies to encourage effective vocational information search
- ♦ Implement activities that guide students in analyzing alternatives
- ♦ Analyze the tools used in professional decision-making
- ♦ Evaluate the effectiveness of guidance processes in achieving objectives

Module 19. Guidance for Inclusion Vocational and Career Guidance for Teachers for Inclusion

- ♦ Design inclusive guidance strategies that consider student diversity
- ♦ Implement guiding practices that promote equity in career choice
- ♦ Analyze the needs of students at risk of exclusion in vocational guidance
- ♦ Evaluate the impact of inclusive strategies in career guidance

Module 20. ICT in Academic, Vocational, and Career Guidance

- ♦ Design strategies to integrate ICT in vocational guidance processes
- ♦ Implement digital tools that facilitate academic decision-making
- ♦ Analyze the impact of technology on the personalization of career guidance
- ♦ Evaluate the effectiveness of ICT in improving guidance services

05

Career Opportunities

This university degree will open a wide range of career opportunities in various sectors, offering graduates the chance to take on key roles in the educational and professional fields. As a result, some of the professional opportunities this program provides include positions in educational institutions, both at the basic and higher education levels, where they can develop academic guidance plans and programs tailored to the needs of each student. Additionally, experts will be able to work in companies and organizations, leading professional development programs, coaching, and advising employees in their career paths.



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With comprehensive training, you will be fully prepared to take on leadership roles and become a key agent in the education and professional development of individuals”

Graduate Profile

The graduate will have a strategic vision and a comprehensive approach to educational and career guidance. As a result, they will stand out for their ability to adapt to the needs of students, organizations, and educational institutions, driving the personal and professional development of those around them. Moreover, this expert will be able to guide individuals in making key decisions about their academic and professional future, with a deep understanding of the challenges and opportunities in today's world.

Do you want to transform education and employment strategically? Thanks to this postgraduate program, you will offer society professionals who have a real and positive impact on life and career trajectories.

- ♦ **Analytical and Problem-Solving Ability:** Identify and analyze the individual needs of students or professionals, formulating appropriate solutions that foster their academic and career development
- ♦ **Effective Communication and Counseling:** Communicate clearly and empathetically, adapting messages to diverse audiences and contexts, and offering personalized counseling in both educational and professional environments
- ♦ **Educational Project and Program Management:** Manage and coordinate educational and career guidance programs, organizing resources, planning actions, and evaluating results efficiently
- ♦ **Adaptability and Educational Innovation:** Integrate new technologies and pedagogical approaches into guidance, promoting learning that adapts to the changing demands of the educational and professional environment



After completing the university program, you will be able to apply your knowledge and skills in the following positions:

- 1. Educational Counselor:** Responsible for guiding students in their academic and personal development, identifying their needs, and proposing solutions adapted to their educational context.
- 2. Career Counselor:** Guiding individuals in career decisions, offering advice on job options, recognizing skills, and facilitating access to employment resources.
- 3. Educational Program Coordinator:** Designing and managing guidance and academic support programs in educational institutions, ensuring alignment with student needs and institutional goals.
- 4. Human Resources Consultant:** Advising organizations on developing their teams, evaluating, and providing tools for employee training and professional growth.
- 5. Psychopedagogue:** Working directly with students to identify and address learning difficulties, helping to improve their academic performance through personalized approaches.
- 6. Vocational Advisor:** Supervising students in making decisions about their professional future, guiding them through vocational tests and personalized advice on careers and studies.
- 7. Employability Manager:** Collaborating with educational institutions and companies to create employment and internship opportunities for students and graduates, promoting their integration into the labor market.
- 8. Professional Development Consultant:** Responsible for improving work performance, offering strategies for skill development and career progression.
- 9. Educator in Inclusion Programs:** Designing and implementing educational plans focused on the inclusion of students with disabilities or special needs, fostering their full integration into the academic environment.
- 10. Educational Policy Advisor:** Consulting with governments and educational institutions to develop policies that improve educational and career guidance, addressing the challenges of the educational system.



Transform your career with this academic opportunity! You will study flexibly and 100% online from anywhere. Enroll now and take your profession to the next level!"

06

Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.



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TECH will prepare you to face new challenges in uncertain environments and achieve success in your career”

The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist.

The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

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*At TECH you will NOT have live classes
(which you might not be able to attend)”*



The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

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TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want”

Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.



Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.



A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.



The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule”

The effectiveness of the method is justified by four fundamental achievements:

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.

You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.



As such, the best educational materials, thoroughly prepared, will be available in this program:



Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



Interactive Summaries

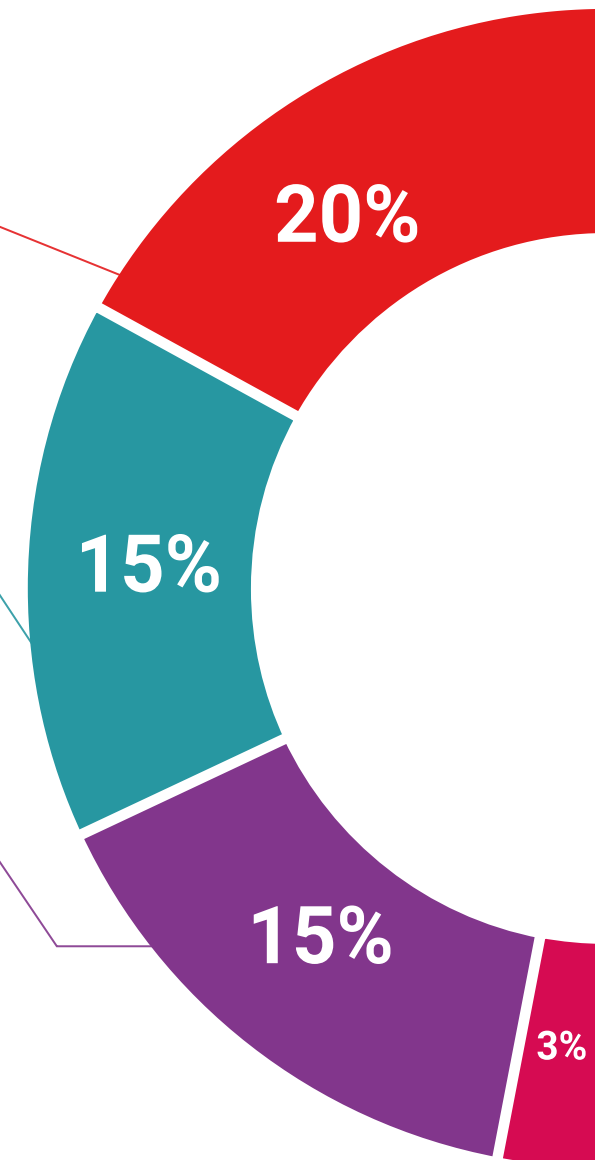
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

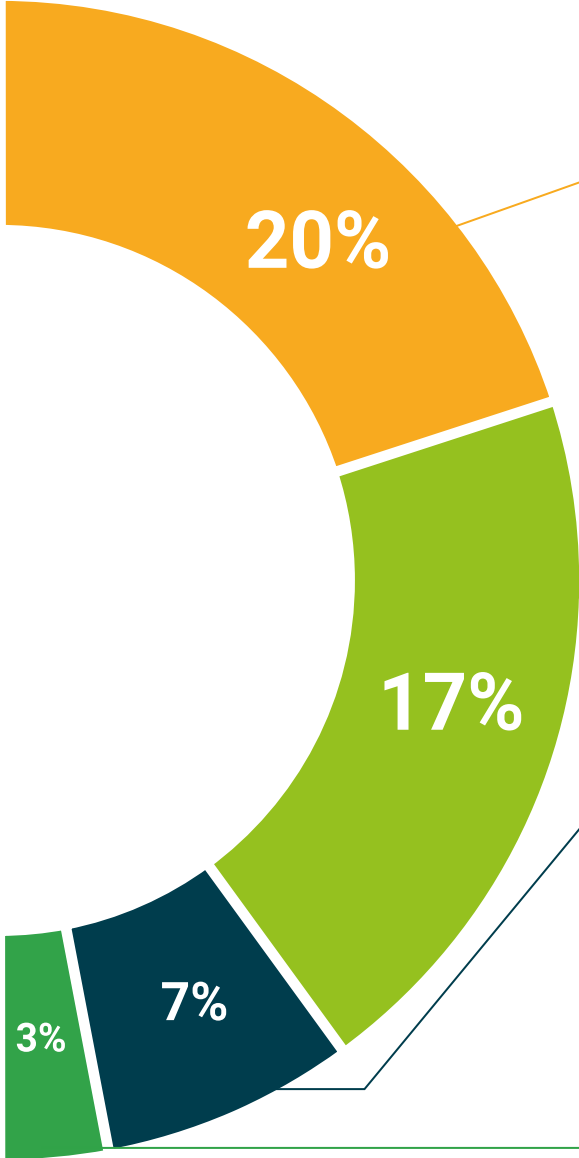
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.





Case Studies

Students will complete a selection of the best case studies in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.



Testing & Retesting

We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.



Classes

There is scientific evidence suggesting that observing third-party experts can be useful.
Learning from an expert strengthens knowledge and memory, and generates confidence for future difficult decisions.



Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical and effective way to help students progress in their learning.

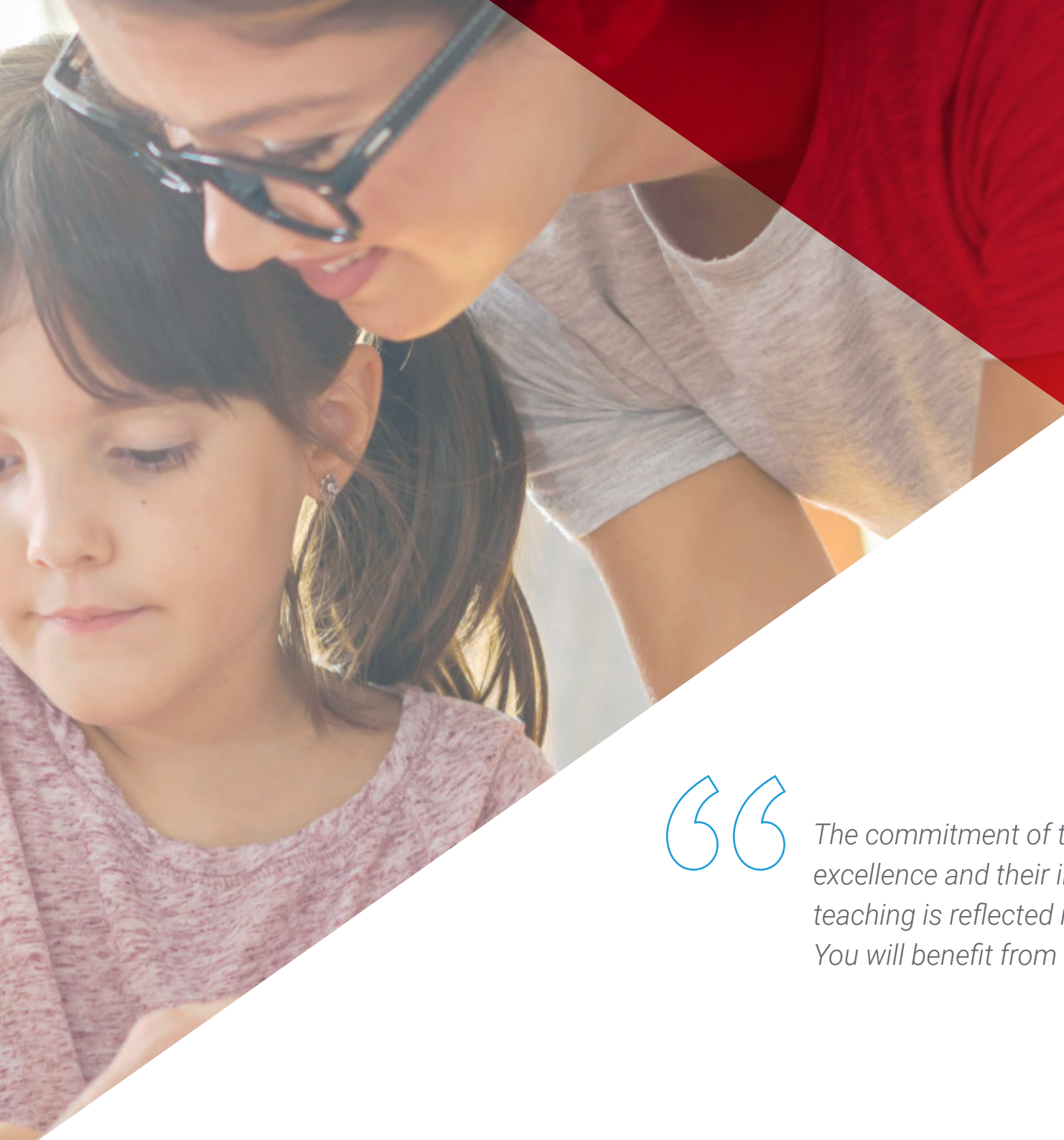


07

Teaching Staff

The faculty of this Advanced Master's Degree is made up of a team of renowned professionals, whose extensive experience and background in both the educational and professional fields enrich the learning process. These experts come from various prestigious institutions, both national and international, ensuring a global and multidisciplinary perspective that fosters the comprehensive development of graduates. In short, each member will contribute not only their academic knowledge but also their practical experience in the field of educational and career guidance.





“

The commitment of the faculty to educational excellence and their innovative approach to teaching is reflected in the results of the program. You will benefit from the expertise of the best!”

Management



Ms. García Camarena, Carmen

- ♦ Psychologist Expert in RR. HR and Job Orientation
- ♦ Manager at Step by Step
- ♦ Employment and Development Manager at McDonald's Corporation
- ♦ HR Manager at Industrias Cárnicas Tello
- ♦ Bachelor's Degree in Psychology from the University of Salamanca
- ♦ Professional Master's Degree in HR and Group Techniques



Teachers

Mr. Maroto, José María

- ♦ Consultant specialized in Coaching, Change Management, Motivation, Emotional Intelligence and Leadership
- ♦ Professor Specializing in Innovation Processes and Big Data
- ♦ Postgraduate Diploma in Learning
- ♦ Speaker and Article Writer
- ♦ Computer Engineer by the Pontifical University of Comillas

Ms. Jiménez Romero, Yolanda

- ♦ Pedagogical Advisor and External Educational Collaborator
- ♦ Academic Coordinator of Online University Campus
- ♦ Territorial Director of the Extremadura-Castile La Mancha Institute of High Abilities
- ♦ Creation of INTEF Educational Contents in the Ministry of Education and Science
- ♦ Degree in Primary Education, English specialization
- ♦ Psychopedagogue by the International University of Valencia
- ♦ Master's Degree in Neuropsychology of High Abilities
- ♦ Master's Degree in Emotional Intelligence Specialist in NLP Practitioner



Take the opportunity to learn about the latest advances in this field in order to apply it to your daily practice”

08

Certificate

This Advanced Master's Degree in Educational and Career Guidance guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Advanced Master's Degree issued by TECH Global University.



The image features two black graduation caps (mortarboards) against a blue sky with light clouds. The caps are positioned diagonally, with one in the foreground and another slightly behind it. The background is split into three main color sections: a blue sky on the left, a dark red section at the top right, and a white section at the bottom right. The quote is located in the white section.

“

Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork”

This private qualification will allow you to obtain a diploma for the **Advanced Master's Degree in Educational and Career Guidance** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University, is an official European University publicly recognized by the Government of Andorra (*official bulletin*). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This private qualification from **TECH Global University** is a European continuing education and professional development program that guarantees the acquisition of competencies in its area of expertise, providing significant curricular value to the student who successfully completes the program.

TECH is a member of the prestigious **Association for Teacher Education in Europe (ATEE)**, the leading international association dedicated to teacher training. This partnership highlights its commitment to academic advancement and quality.

Accreditation/Membership

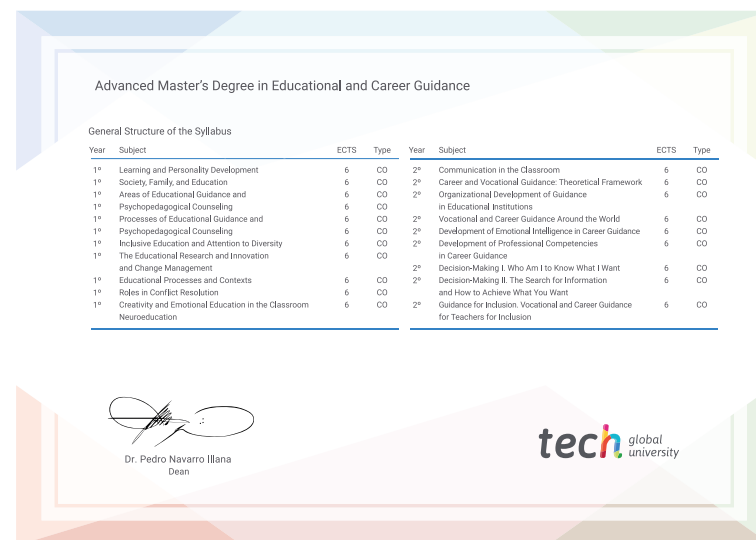
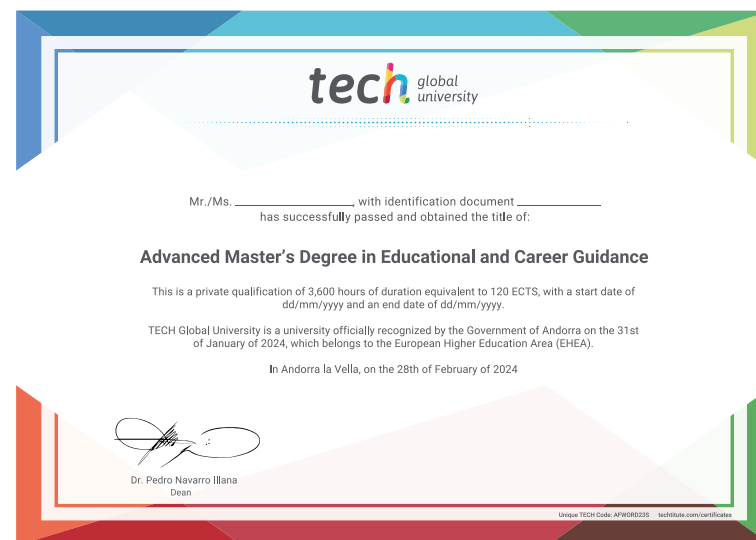


Title: **Advanced Master's Degree in Educational and Career Guidance**

Modality: **online**

Duration: **2 years**

Accreditation: **120 ECTS**



*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.



Advanced Master's Degree Educational and Career Guidance

- » Modality: online
- » Duration: 2 years
- » Certificate: TECH Global University
- » Accreditation: 120 ECTS
- » Schedule: at your own pace
- » Exams: online

Advanced Master's Degree Educational and Career Guidance

Accreditation/Membership

