Professional Master's Degree
Vocational and Professional Guidance

tech technological university

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Professional Master's Degree

Vocational and Professional Guidance

Course Modality: **Online**
Duration: **12 months**
Certificate: **TECH Technological University**
Official Nº of hours: **1,500 h.**
Website: **www.techtitute.com/in/education/professional-master-degree/master-vocational-professional-guidance**

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01

Introduction

In the last cycles of education, students are trying to find the path that will lead them to their future career. This decision-making comes at a time when young people still lack the information and maturity to make a safe and conscious choice. This program has been created to prepare teachers capable of promoting the reflective process that incorporates desires and aptitudes to the students' choice process, providing them with the most complete and innovative personal and practical tools in Vocational and Professional Guidance. A highly skilled process that will teach you how to bring the reality of the workplace into the classroom by offering students a realistic, stimulating and accessible perspective that will allow them to direct their efforts towards clear and focused goals.

Become a Vocational and Professional Guidance specialist with the knowledge and support skills that students need at a crucial time in their training"

Individualized decision-making requires a different approach, not only because of the complexity of the decision, but also because of the degree of maturity of today's students, who are less familiar with the world of work. The guidance department can develop skills that prepare them for the future as well as a new methodology and activities that have an impact on their personal maturity.

Aspects such as socioeconomic differences, disabilities or learning differences must be addressed with special interest and in an innovative way through guidance.

TECH proposes a different and effective model to help in the pre-university stages based on experience with a large sample of adolescents and that can be implemented in a simple way with guarantees.

This program is aimed at active teachers of secondary school and vocational training, counselors, and postgraduates in psychology or psychopedagogy who want to deepen their knowledge in this field. The recommended ratios of 1 counselor for every 250 students are far from the reality throughout Europe, opening a job opportunity for professionals in this area.

The preparation in this program format will allow the participant to be open to different approaches and guidance models, new ideas and resources to access in a simple and agile way. You will gain new classroom skills and a new perspective on how to approach mentoring. The resources that teachers or graduate students will find in the program will allow them to obtain better results in the medium and long term both in vocational decisions and in the preparation for their students' working lives.

Both the activities proposed and the innovative approaches to guidance that you will encounter will enable the students to improve their professional skills and their department's performance in the center.

This program helps professionals in this field to increase their ability to succeed, which results in better praxis and performance that will have a direct impact on educational outcomes, on the improvement of the educational system and on the social benefit for the whole community.

This **Professional Master's Degree in Vocational and Professional Guidance** contains the most complete and up-to-date educational program on the market. The most important features include:

- The development of 100 practical cases presented by experts in Vocational and Professional Guidance
- Its graphic, schematic and eminently practical contents are designed to provide scientific and practical information on essential disciplines
- New developments and innovations in different fields
- Practical exercises where self-assessment can be used to improve learning
- Algorithm-based interactive learning system for decision-making in the situations that are presented to the student
- Special emphasis on cutting-edge methodologies
- 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

A program created for professionals who aspire to excellence and that will allow you to acquire new skills and strategies in a fluid and effective manner"

Access to a professional form of intervention in the decision making of students who are deciding their future"

Increase your decision-making confidence by updating your knowledge through this Professional Master's Degree.

It includes in its teaching staff professionals belonging to the field of Vocational and Professional Guidance, who bring to this training the experience of their work, in addition to recognized specialists belonging to reference societies and prestigious universities.

Thanks to its multimedia content developed with the latest educational technology, they will allow the professionals a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to learn in real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise throughout the program. For this purpose, professionals will be assisted by an innovative, interactive video system created by renowned and experienced experts in the field of Vocational and Professional Guidance with extensive teaching experience.

02

Objectives

The objectives of this program have been established as a guide for the entire specialization with the specific mission of offering students a very intensive program that will really boost their professional progression. A journey of personal growth that will take you to the top in your intervention.

If your goal is to improve in your profession, to acquire a qualification that will enable you to compete among the best, then look no further. This Professional Master's Degree will give your career the boost it needs"

General objectives

- Acquire the necessary knowledge to act as a support for students' decision making regarding their vocation and vocational orientation
- Act appropriately in the different personal contexts of the student body
- Know the most effective and useful orientation strategies

Acquire the necessary theoretical knowledge and practical tools and be part of a Vocational and Professional Guidance project"

Specific objectives

Module 1. Professional and Vocational Guidance: Theoretical Framework

- Give a new vision of professional and vocational guidance focused on the individual
- Define the assessment methods used for career guidance
- Develop new assessment guides for vocational orientation

Module 2. Organizational Development of Guidance in Educational Centers

- Specialize in the latest classroom trends in vocational and career guidance with effective and practical resources
- Specialize in various inclusion techniques for different individual profiles

Module 3. Professional and Vocational Guidance in the World

- Enhance the role of the guidance counselor as a facilitator of the transition to the current labor market
- Encourage students to be sensitive to a new guidance model based on successful cases both in organizational aspects and classroom implementation
- Give recommendations to the students after having lived with them for a certain period of time in the classroom

Module 4. Develop Emotional Intelligence in Professional Guidance

- Support students regardless of their chosen vocation
- Provide a basis for the students to face the challenges they will face after choosing their profession or vocation

Module 5. Develop Professional Competencies in Professional Guidance

- Identify the challenges ahead for the future development of the different competencies
- Develop the different competencies and see their impact on the profession

Module 6. Decision-Making I: Who are they to know what they want?

- Define the students' priorities and it will be easier to know what they want
- Identify why they want that path and that vocation
- Plan possible career opportunities

Module 7. Decision-Making II: The Search for Information and How to Get What They Want

- Define the main activities deriving from the chosen profession
- Identify the main skills to be acquired for the career path

Module 8. Orient to include. Vocational and professional guidance for inclusion

- Create guidance processes without discriminating against students
- Understand that the different professions do not discriminate on the basis of gender, ethnicity or religion, which generates inclusion

Module 9. ICT in Academic/Vocational and Professional Guidance

- Promote the use and knowledge of ICTs in the centers
- Identify the tools offered by the new technologies for career guidance

03

Skills

After passing the assessments of the Professional Master's Degree in Vocational and Professional Guidance, the professional will have superior competence and performance in this area. A very complete approach, in a high-level program.

Advance your skills with a high-level program designed to combine intensity and flexibility"

General skills

- Assess and implement new guidance models
- Develop an individual and group vocational guidance program in an educational institution
- Provide career guidance to high school students
- Apply effective and innovative ICT in the classroom and with students
- Develop students' emotional intelligence applied to their evolutionary stage in order to improve their labor integration and personal maturity
- Understand, develop and assess employability skills in youth in any educational setting
- Integrate with useful and effective tools in the educational centers of your choice with the role of counselor in any field of action
- Provide strategies for diversity intervention
- Contribute with different resources, advice and guidance to the labor integration of its students

Learn in a real, constant and efficient way and take a high-value leap in your professional education"

Specific skills

- Understand the different approaches to guidance and apply them to all stages of development
- Develop different programs addressing vocational, educational and professional aspects
- Adapt your work as a counselor to the current labor market
- Organize vocational and professional orientation within the school environment
- Break down and propose in the centers the functions of guidance professionals, especially those related to vocational and professional guidance
- Design academic and professional guidance within the school and assess with an open vision the contributions from the outside to its programs
- Assess the effectiveness of professional and vocational guidance actions in the center
- Acquire an international perspective of guidance to implement innovative models
- Assess the advantages and disadvantages of models in other countries in order to adapt them to their professional reality
- Manage effectively in international guidance environments with a broader vision
- Detect the weaknesses, threats, strengths and opportunities of the new guidance models that may arise in the future
- Help to establish balanced relationships with the environment
- Develop recognition, understanding and management of the child/adolescent's own emotions in the classroom
- Design an individual and classroom emotional management plan
- Apply and provide other professionals as tutors with classroom resources for managing emotions in adolescents
- Recognize key factors for employability
- Develop tools for the organization of ideas and motivational arguments, obtain results in students, lay the foundations for leadership and creativity, encourage collaborative work and improve their communication results
- Differentiate knowledge and competence and transfer it to the classroom by recognizing key competencies and how students can acquire them
- Know and show students the business structures and general idiosyncrasies of organizations so that they can recognize the new business models
- Teach to make decisions based on self-knowledge
- Establish an effective methodology for the individual and group detection of personality variables, abilities, values and talents as a basis for the choice
- Guide students in their weaknesses and strengths
- Reproduce the CCP model in the classroom and individually in its first phase: heart
- Guide in the search for information on the most important external variables in vocational decision-making
- Implement a sequential form of research with concrete and reliable resources to ensure results
- Tutor individually or in groups the collection of information and the integration of this information in decision-making
- Motivate and convey to students the importance of accompanying academic options with other variables necessary to obtain their first job

04

Course Management

The program includes in its teaching staff reference specialists in Vocational and Professional Guidance, who bring to this program the experience of their work. Additionally, other recognized specialists participate in its design and preparation, which means that the program is developed in an interdisciplinary manner.

Learn from leading professionals, the latest advances in procedures in the field of Vocational and Professional Guidance"

Management

Ms. Jiménez Romero, Yolanda

- Psychopedagogist specialized in Neurolinguistics
- Educational psychologist
- Degree in Primary Education with English
- Educational psychologist
- Master's Degree in Neuropsychology of High Intellectual Abilities
- Master's Degree in Emotional Intelligence
- Specialized Teacher in High Intellectual Ability
- Co-director, Author and Teacher in Different University Educational Projects

Professors

Ms. García Camarena, Carmen

- Manager of Step by Step, a vocational guidance company for all professional stages
- Psychologist and Master's Degree in Business Administration, CAP by Alfonso X el Sabio University
- Specialization in FOL and Master's Degree in HR and group techniques
- Creator of a Methodology Adapted to High School Stages

Mr. Maroto, José María

- Computer Engineer
- Consultant specialized in Coaching, Change Management, Motivation, Emotional Intelligence and Leadership
- Professor specialized in Innovation and Big Data processes
- Learning expert lecturer and writer of articles and publications related to his areas of expertise

05

Structure and Content

The contents of this comprehensive training program have been developed by the sector's most competent professionals, with a high-quality criterion at every stage of the course For this purpose, the most relevant and comprehensive topics have been selected, with the latest and most interesting updates.

A didactic approach structured in such a way that you achieve your learning goals consistently and effectively"

Module 1. Professional and Vocational Guidance: Theoretical Framework

1.1. Historical Development of Professional and Vocational Guidance
- 1.1.1. Ideological Period
- 1.1.2. Empiricist Stage
- 1.1.3. Observational Period
- 1.1.4. Empirical Stage. Guidance as a Setting
- 1.1.5. Empirical Stage. Guidance as Education
- 1.1.6. Theoretical Stage
- 1.1.7. Technological Stage
- 1.1.8. Psychopedagogical Stage
- 1.1.9. From a Psychometric Model to a Humanistic Approach
- 1.1.10. Expansion of the Guidance

1.2. Theory, Approaches and Models of Vocational Guidance
- 1.2.1. Non-Psychological Approaches: Chance Theory
- 1.2.2. Economic Factors
- 1.2.3. Sociological Factors
- 1.2.4. Psychological Approaches: Trait and Factor Approach
- 1.2.5. Psychodynamic Model
- 1.2.6. Needs-Based Approaches
- 1.2.7. Approach to Self-Concept
- 1.2.8. Socio-Psychological Model of PM, Blan
- 1.2.9. J.L Holland Model
- 1.2.10. Dowald E. Super's Phenomenological Approach
- 1.2.11. Krumboltz' Social Learning Model
- 1.2.12. Dennis Pelletier's Activation Model

1.3. Professional Guidance: Concept and Fields of Action
- 1.3.1. What is Professional Guidance?
- 1.3.2. Differences with Educational Guidance
- 1.3.3. Institutional Framework
- 1.3.4. Training Centers
- 1.3.5. The Family
- 1.3.6. The Guidance Team
- 1.3.7. The Individual
- 1.3.8. The Group
- 1.3.9. The Company
- 1.3.10. Special Groups

1.4. Levels of Intervention in Professional Guidance
- 1.4.1. Professional versus Occupational Guidance
- 1.4.2. Intervention and its Justification
- 1.4.3. Program Model
- 1.4.4. Collaborative Model
- 1.4.5. Clinical Model
- 1.4.6. Didactic Model
- 1.4.7. Advisory Models
- 1.4.8. Resource Model
- 1.4.9. Reactive/Proactive Intervention
- 1.4.10. Group / Individual Intervention

1.5. Vocational and Professional Guidance in High School
- 1.5.1. Professional and Vocational Guidance in High School from the Perspective of Parents and Guidance Counselors
- 1.5.2. Gender and Guidance in High School
- 1.5.3. Equity and Guidance in High School
- 1.5.4. Self-Orientation
- 1.5.5. The Role of the Counselor in High School
- 1.5.6. The Role of the Family in High School
- 1.5.7. Future Perspectives

1.6. Labor Integration in Young People. Intervention Models
- 1.6.1. Labor Integration of Young People from a Historical Perspective
- 1.6.2. Current Situation
- 1.6.3. Comprehensive Nature of Employment Guidance
- 1.6.4. Coordination of Institutions
- 1.6.5. Intervention Program for University Students
- 1.6.6. Intervention Program for Young People with Training Not Adapted to the Labor Market
- 1.6.7. Intervention Program for Young People with Integration Difficulties
- 1.6.8. Gender and Socioeconomic Variables in First Employment
- 1.6.9. Employability Strategies
- 1.6.10. Future Perspectives

1.7. The Current Labor Market and its New Requirements
- 1.7.1. Historical Evolution of the Labor Market
- 1.7.2. Evolution of Knowledge
- 1.7.3. Importance of Social-Emotional Skills
- 1.7.4. Importance of Collaborative Learning
- 1.7.5. Importance of Continuous Learning
- 1.7.6. The New Role of Young People in Employment
- 1.7.7. Promotion in Employment
- 1.7.8. Labor Precariousness
- 1.7.9. Education-Labor Market Mismatches
- 1.7.10. Mismatches between University Skills and the Labor Market

1.8. An Evolutionary Approach to Professional Guidance
- 1.8.1. Theoretical Framework: Ginzberg Model
- 1.8.2. Childhood Stage
- 1.8.3. Attempt Period
- 1.8.4. Realist Period
- 1.8.5. Models of Transition to Working Life
- 1.8.6. Career Development in the Corporate Environment
- 1.8.7. Career Self-Development
- 1.8.8. Professional Maturity and Outplacement
- 1.8.9. Retirement and Professional Guidance

Module 2. Organizational Development of Guidance in Educational Centers

2.1. The Educational Center as an Area of Guidance Intervention
- 2.1.1. The School as an Educational Organization: The Theory of School Organization
- 2.1.2. Main Theories and Authors on School Organization I: Classical Authors
- 2.1.3. Main Theories and Authors on School Organization II: Current Outlook
- 2.1.4. Culture and Organization of Educational Centers
- 2.1.5. Decision-Making Bodies in Educational Centers
- 2.1.6. The Center and the Classroom as Systems of Relationships
- 2.1.7. The School as a Community and as a Common Project
- 2.1.8. Organizational Documents of the Educational Center
- 2.1.9. Guidance in the Center's Educational Project
- 2.1.10. Relevance of Educational and Vocational Guidance Plan

2.2. Organizational Structures of Guidance in School Centers
- 2.2.1. Main Organizational Structures of School Guidance
- 2.2.2. Organization of School Guidance in Preschool Education
- 2.2.3. Organization of School Guidance in Primary School Education
- 2.2.4. Organization of School Guidance in High School Education
- 2.2.5. Organization of Educational Guidance in University Education
- 2.2.6. Organization of Educational Guidance in Adult Education Centers
- 2.2.7. Organization of Educational Guidance in Special Regime Education
- 2.2.8. Organization of School Guidance in Special Education Centers and Occupational Training Centers
- 2.2.9. Organization of the Guidance

2.3. Role and Position of Guidance Professionals in Educational Centers
- 2.3.1. The Systemic Approach in the Educational Field: The Center as a System
- 2.3.2. Role and Position: The Counselor's Place within the School
- 2.3.3. The Paradoxical Situation of the Guidance Counselor in the Educational Center
- 2.3.4. The Magician Without Magic I: Towards an Operational Strategy for the School Counselor
- 2.3.5. The Magician Without Magic II: Casuistic Exemplification of Selvini Palazzoli's Working Group
- 2.3.6. The Magician Without Magic III: Exemplification of Current Case Studies
- 2.3.7. The Educational Model of Guidance and the Collaborative Relationship
- 2.3.8. Collaborative Strategies in School Guidance: Joint Problem-Solving
- 2.3.9. From Where I Am I: Why is a Systemic Approach Important in Educational Guidance?
- 2.3.10. From Where I Am II

2.4. Vocational and Professional Guidance within the Functions of School Guidance
- 2.4.1. Educational and Vocational Fields: a Continuum Throughout Schooling
- 2.4.2. Fundamental Principles of Educational and Professional Guidance
- 2.4.3. Roles of the School Counselor related to Vocational and Professional Guidance
- 2.4.4. Educational and Professional Guidance Planning
- 2.4.5. Intervention Strategies in Educational and Professional Guidance
- 2.4.6. Can the Schooling Report and the Psycho-Pedagogical Assessment be Educational and Vocational Guidance Measures?
- 2.4.7. Support in the Selection of Educational and Vocational Pathways in Compulsory Schooling
- 2.4.8. Guidance Counseling as a Vocational Counseling Report
- 2.4.9. Other Functions of the School Counselor
- 2.4.10. The Place of Vocational and Professional Guidance within the Functions of School Guidance

2.5. Towards a Curriculum for Vocational and Professional Guidance in the School Environment
- 2.5.1. Let's Build Vocations from the School Environment
- 2.5.2. The Educational Counselor as a Curator of Relevant Content in Vocational and Professional Guidance
- 2.5.3. Tools for the Curation of Content Related to Vocational and Professional Guidance
- 2.5.4. Students' Concerns and Interests in Vocational and Career Guidance
- 2.5.5. Towards a School Curriculum on Vocational Guidance I: Objectives
- 2.5.6. Towards a School Curriculum on Vocational Guidance II: Contents
- 2.5.7. Towards a School Curriculum on Vocational Guidance III: Key Competencies
- 2.5.8. Towards a School Curriculum on Vocational Guidance IV: Standards and Assessment Criteria
- 2.5.9. The Curriculum of Vocational Guidance within the Tutoring Action
- 2.5.10. Vocational and Professional Guidance as Cross-Cutting Content
- 2.5.11. Spaces and Times for Guidance in the School Day

2.6. From Educational Pathways to Professional Pathways: Developing a Professional Life Project
- 2.6.1. Accompanying Our Students to Find their 'Ikigai'
- 2.6.2. Accompaniment in Self-Knowledge I: Self-Concept
- 2.6.3. Accompaniment in Self-Knowledge II: Self-Competence and Self-Esteem
- 2.6.4. Accompaniment in the Search and Knowledge of the Educational Offer I: Itineraries and Modalities
- 2.6.5. Accompaniment in the Search and Knowledge of the Educational Offer II: Certificates
- 2.6.6. Accompaniment in the Search and Knowledge of the Educational Offer III: Study Plans
- 2.6.7. Accompaniment in the Search and Knowledge of the Professional Offer I: Qualifications
- 2.6.8. Accompaniment in the Search and Knowledge of the Educational Offer II: Professional Competencies
- 2.6.9. Accompaniment in Making Vocational Decisions
- 2.6.10. Vocational PLE: Development of the Personal Learning Environment (PLE) Related to the Students' Vocation or Future Profession

2.7. Building of Educational and Vocational Guidance Plan
- 2.7.1. Introduction of Educational and Vocational Guidance Plan
- 2.7.2. Basic Principles of the Introduction of Educational and Vocational Guidance Plan
- 2.7.3. Objectives of the Educational and Vocational Guidance Plan
- 2.7.4. Activities and Timing of the Educational and Vocational Guidance Plan
- 2.7.5. Bibliographic Resources to Carry Out the Educational and Vocational Guidance Plan
- 2.7.6. Digital Resources to Carry Out the Educational and Vocational Guidance Plan
- 2.7.7. Audiovisual Resources to Carry Out the Educational and Vocational Guidance Plan
- 2.7.8. Human Resources to Carry Out the Educational and Vocational Guidance Plan
- 2.7.9. Examples for Improvement of the Educational and Vocational Guidance Plan
- 2.7.10. Examples of Good Practices in Educational and Vocational Guidance Plan

2.8. Vocational and Professional Guidance Activities from the Educational Center
- 2.8.1. Classroom Activities I: Research and Presentation of Information
- 2.8.2. Classroom Activities II: Involvement of Extracurricular Experts in the Classroom
- 2.8.3. Classroom Activities III: Thematic Units Within a Subject
- 2.8.4. Extracurricular Activities I: Vocational Choice Portfolio
- 2.8.5. Extracurricular Activities II: Guidance Days
- 2.8.6. Extracurricular Activities III: Projects and Companies
- 2.8.7. Extracurricular Activities IV: Simulation Games
- 2.8.8. Extracurricular Activities V: Service-Learning
- 2.8.9. Coordinated Activities: Sponsors of Vocational Selection
- 2.8.10. Others Vocational and Professional Guidance Activities from the Educational Center

2.9. Complementary Activities Outside the School to Work on Vocational and Professional Guidance
- 2.9.1. Exploration of Family Members' Jobs
- 2.9.2. Visit to Companies
- 2.9.3. Shadowing: Professional for a Day
- 2.9.4. Internships in Companies
- 2.9.5. Job Fairs
- 2.9.6. Educational Cooperation Programs
- 2.9.7. Visit to the Employment Office or Local Employment Services
- 2.9.8. Visits to Professional Associations
- 2.9.9. Visits to Universities and Other Educational Centers
- 2.9.10. Visits to Museums and Exhibitions
- 2.9.11. Other Complementary Actions Outside the School to Work on Vocational and Professional Guidance

2.10. Assessment and Improvement of the Educational and Professional Guidance Plan
- 2.10.1. Change, Innovation and Improvement in Guidance
- 2.10.2. Who Assesses the Educational and Professional Guidance Plan? Hetero-Assessment, Co-Assessment and Self-Assessment
- 2.10.3. Formative or Summative Assessment of the Educational and Professional Guidance Plan?
- 2.10.4. What Indexes Can Assess the Effectiveness of the Educational and Professional Guidance Plan
- 2.10.5. Checklists for the Educational and Professional Guidance Plan
- 2.10.6. Rubrics to Assess the Educational and Professional Guidance Plan
- 2.10.7. Targets to Assess the Educational and Professional Guidance Plan
- 2.10.8. Surveys and Written Forms to Assess the Educational and Professional Guidance Plan
- 2.10.9. Surveys and Digital Forms to Assess the Educational and Professional Guidance Plan
- 2.10.10. The Vocational Portfolio as an Assessment of Educational and Professional Guidance Plan

Module 3. Professional and Vocational Guidance in the World

3.1. Towards a Comparative View of Vocational and Professional Guidance in the World: Relevant Variables
- 3.1.1. What Does a Comparative View of Professional and Vocational Guidance Provide?
- 3.1.2. Location and Designation of the Guidance Service
- 3.1.3. Guidance Service Users
- 3.1.4. Administrative Unit and Legislative Support
- 3.1.5. Areas of Intervention of the Guidance Professional
- 3.1.6. Functions, Objectives and Tasks
- 3.1.7. Professional Profiles and Previous Training
- 3.1.8. Ratios
- 3.1.9. Relationship with Other Services
- 3.1.10. Other Relevant Variables

3.2. Countries with a Model of Guidance Services External to Educational Centers (Italy, Belgium, etc.)
- 3.2.1. Which Countries Maintain a Model of External Guidance Services?
- 3.2.2. Location and Designation of the Guidance Service
- 3.2.3. Guidance Service Users
- 3.2.4. Administrative Unit and Legislative Support
- 3.2.5. Areas of Intervention of the Guidance Professional
- 3.2.6. Functions, Objectives and Tasks
- 3.2.7. Professional Profiles and Previous Training
- 3.2.8. Ratios
- 3.2.9. Relationship with Other Services
- 3.2.10. Other Relevant Variables

3.3. Countries with a Model of Guidance Services within Educational Institutions (Portugal, Ireland, Greece, etc.)
- 3.3.1. Which Countries Maintain a Model of Guidance Services within Educational Institutions?
- 3.3.2. Location and Designation of the Guidance Service
- 3.3.3. Guidance Service Users
- 3.3.4. Administrative Unit and Legislative Support
- 3.3.5. Areas of Intervention of the Guidance Professional
- 3.3.6. Functions, Objectives and Tasks
- 3.3.7. Professional Profiles and Previous Training
- 3.3.8. Ratios
- 3.3.9. Relationship with Other Services
- 3.3.10. Other Relevant Variables

3.4. Countries with a Mixed Model of Guidance Services, both Inside and Outside of Educational Institutions (France, UK, Netherlands, Spain, etc.)
- 3.4.1. Which Countries Maintain a Mixed Model of Guidance Services?
- 3.4.2. Location and Designation of the Guidance Service
- 3.4.3. Guidance Service Users
- 3.4.4. Administrative Unit and Legislative Support
- 3.4.5. Areas of Intervention of the Guidance Professional
- 3.4.6. Functions, Objectives and Tasks
- 3.4.7. Professional Profiles and Previous Training
- 3.4.8. Ratios
- 3.4.9. Relationship with Other Services
- 3.4.10. Other Relevant Variables

3.5. The IAEVG (International Association for Educational and Vocational Guidance) Model
- 3.5.1. The International Association for Educational and Vocational Guidance (IAEVG): Origin, Purpose and Mission
- 3.5.2. International Competencies for Guidance Professionals
- 3.5.3. Core Competencies of Guidance Professionals in the IAEVG model
- 3.5.4. IAEVGIA Specialized Competencies I: Diagnosis
- 3.5.5. IAEVGIA Specialized Competencies II: Educational Guidance
- 3.5.6. IAEVGIA Specialized Competencies III: Career Development
- 3.5.7. IAEVGIA Specialized Competencies IV: Counseling
- 3.5.8. IAEVGIA Specialized Competencies V: Information
- 3.5.9. IAEVGIA Specialized Competencies VI: Consultation
- 3.5.10. IAEVGIA Specialized Competencies VII: Research
- 3.5.11. IAEVGIA Specialized Competencies VIII: Program and Service Management
- 3.5.12. IAEVGIA Specialized Competencies IX: Community Development
- 3.5.13. IAEVGIA Specialized Competencies X: Employment
- 3.5.14. IAEVGEA Ethical Standards

3.6. The ASCA (American Association for School Counseling) Model in the U.S. School Setting
- 3.6.1. The ASCA National Model
- 3.6.2. ASCA National Model School Counseling Programs
- 3.6.3. Pillars of School Counseling in the ASCA National Model
- 3.6.4. Application of the ASCA National Model for School Counseling
- 3.6.5. School Counseling Management from the ASCA National Model
- 3.6.6. Accountability in the ASCA National Model
- 3.6.7. Some ASCA National Model Templates
- 3.6.8. Recognized ASCA Model Program (RAMP)
- 3.6.9. ASCA Ethical Standards
- 3.6.10. ASCA Empirical Studies on School Counseling Effectiveness

3.7. The Competency Model of the Counselor from Chile
- 3.7.1. Towards a Model of Competencies and Standards for Guidance Counselors in Chile (MINEDUC 2010)
- 3.7.2. Generic Competencies for Counselors I: Communication
- 3.7.3. Generic Competencies for Counselors II: Teamwork
- 3.7.4. Generic Competencies for Counselors III: Ability to Plan and Organize
- 3.7.5. Generic Competencies for Counselors IV: Innovation and Creativity
- 3.7.6. Generic Competencies for Counselors V: Commitment to Continuous Learning
- 3.7.7. A Map of ICT Competencies for Counselors in Chile I: Pedagogical Dimension
- 3.7.8. A Map of ICT Competencies for Counselors in Chile II: Technical Dimension
- 3.7.9. A Map of ICT Competencies for Counselors in Chile III: Management Dimension
- 3.7.10. A Map of ICT Competencies for Counselors in Chile IV: Social, Ethical and Legal Dimension
- 3.7.11. A Map of ICT Competencies for Counselors in Chile V: Dimension of Professional Development and Responsibility

3.8. The Bertelsmann Foundation's Model for Coordinated Career Guidance
- 3.8.1. Leitfaden Berufsorientierung: Guidelines for Vocational Guidance of the Bertelsmann Foundation
- 3.8.2. Objectives and Principles of Coordinated Vocational Guidance: for Youth Employment
- 3.8.3. Quality Management System for Career Guidance Coordinated from the School Setting
- 3.8.4. Professional Guidance Planning in the School Setting
- 3.8.5. Application for Professional Guidance in the School Environment
- 3.8.6. Main Dimensions of Quality for the Organization of Career Guidance Actions
- 3.8.7. How to Professionally Guide Children
- 3.8.8. The Teacher as an Ally in Professional Guidance
- 3.8.9. For Youth Employment: Present and Future
- 3.8.10. Recognition and Impact of Bertelsmann Foundation's Coordinated Career Guidance Model

3.9. Ratios of Users per Professional in the World: The Demand of 1:250
- 3.9.1. Is the Ratio of Users served by a Counselor so Relevant?
- 3.9.2. Some International Data on the Ratio of Users per Counselor
- 3.9.3. Some of Spain Data on the Ratio of Users per Counselor
- 3.9.4. 1:250: The Demand for 1 Counselor for every 250 Students
- 3.9.5. Some Initiatives to Reclaim the 1:250 Ratio
- 3.9.6. Relationship of the Ratio to other Relevant Variables in Guidance
- 3.9.7. Organizational Models of Guidance and Recommended Ratio
- 3.9.8. When the Ratio is Excessive: The Case of the Elastic Counselor
- 3.9.9. Elastic Counselor Responses I: Priority Lines of Action
- 3.9.10. Elastic Counselor Responses II: Task and Project Management

3.10. SWOT Analysis: Weaknesses, Threats, Strengths and Opportunities of Each Guidance Model
- 3.10.1. What is and Why Conduct a SWOT Analysis of Different Organizational Models of Guidance?
- 3.10.2. SWOT Analysis of External Guidance Services
- 3.10.3. SWOT Analysis of Guidance Services in Educational Centers
- 3.10.4. SWOT Analysis of Mixed Guidance Services
- 3.10.5. SWOT Analysis of the IAEVGEA Model
- 3.10.6. SWOT Analysis of the ASCA Model
- 3.10.7. SWOT Analysis of Chile's Competency Model
- 3.10.8. SWOT Analysis of the Bertelsmann Foundation's Coordinated Career Guidance Model
- 3.10.9. What Conclusions Can We Draw From These SWOT Analyses?
- 3.10.10. How to Determine the Most Appropriate Organizational Model for My Situation and Context?

Module 4. Development of Emotional Intelligence in Professional Guidance

4.1. Theoretical Basis: What is Emotional Intelligence Needed For?
- 4.1.1. Definition of the Concept of Emotional Intelligence
- 4.1.2. Elements of Emotional Intelligence
- 4.1.3. Emotional Intelligence and Education
- 4.1.4. Emotional Education and Basic Competencies
- 4.1.5. The Delors Report (UNESCO 1996)
- 4.1.6. Family and Emotional Education
- 4.1.7. Emotional Competencies
- 4.1.8. Ideal Environments
- 4.1.9. Principles, Values and Virtues
- 4.1.10. Roadmap in Emotional Intelligence

4.2. Self-Knowledge and Management of Emotions
- 4.2.1. Human Dimension, Self-Knowledge
- 4.2.2. What are Feelings?
- 4.2.3. Expression in the Body
- 4.2.4. Rational Expression
- 4.2.5. What are Emotions?
- 4.2.6. Basic Emotions
- 4.2.7. Expression of Emotion
- 4.2.8. Self-Confidence
- 4.2.9. Self-Concept Application Models
- 4.2.10. Self-Care

4.3. Emotional Intelligence in Adolescence
- 4.3.1. Stages of Development, the Child Grows Emotionally. Life Cycle
- 4.3.2. Virginia Satir, Family Model
- 4.3.3. From the Family to the Individual
- 4.3.4. Emotional Characteristics of the Adolescent
- 4.3.5. Emotional Perception
- 4.3.6. Adolescent Emotional Domains
- 4.3.7. Skills Development
- 4.3.8. Social Stress
- 4.3.9. Visualization of Goals
- 4.3.10. Application Models

4.4. Empathy, Leadership and Emotional Regulation
- 4.4.1. Our Brain, Cerebral Hemispheres
- 4.4.2. Rational vs Emotional Intelligence
- 4.4.3. The Self and the Other
- 4.4.4. Assertiveness as a Way of Life, Emotional Regulation
- 4.4.5. Basic Beliefs, our Map of How We View Life
- 4.4.6. Knowing My Personal Goals
- 4.4.7. Recognizing Personal Skills
- 4.4.8. True Success
- 4.4.9. Competencies to be Developed
- 4.4.10. Real Knowledge of Limiting Beliefs
- 4.4.11. Application Models

4.5. Development of Social Skills
- 4.5.1. Educating for Social Relationships
- 4.5.2. Direct Experience
- 4.5.3. Imitation
- 4.5.4. Reinforcements
- 4.5.5. Raise the Level of Social Competence
- 4.5.6. Conflict Resolution
- 4.5.7. Stress Management
- 4.5.8. Disruptive Behaviors
- 4.5.9. Communication
- 4.5.10. Application Models

4.6. Implications for Employment
- 4.6.1. Individuation Period
- 4.6.2. Intellectual Development
- 4.6.3. Physical development
- 4.6.4. Development of a Way of Life
- 4.6.5. Personality Development
- 4.6.6. Vocational Orientation
- 4.6.7. Potential and Challenge
- 4.6.8. Education and Training
- 4.6.9. Application Models

4.7 Enthusiasm and Motivation
- 4.7.1. Initial Enthusiasm and Sustained Motivation
- 4.7.2. Definition of Neurological Levels
- 4.7.3. Generate Self-Esteem
- 4.7.4. On the Way to Your Goal
- 4.7.5. Problem Solving
- 4.7.6. Self-Motivation: Strengths
- 4.7.7. Motivation in the Classroom: Cultivating Curiosity
- 4.7.8. Professional Interests
- 4.7.9. Tolerance to Failure
- 4.7.10. Application Models

4.8. Emotional Management
- 4.8.1. Perception, the Map of Seeing Life, Analysis of the Emotional Situation
- 4.8.2. Observation of the Ambioma
- 4.8.3. Detection of Limiting Beliefs
- 4.8.4. Emotions for Life
- 4.8.5. Stress, Concept, Symptoms and Types
- 4.8.6. Managing Stress
- 4.8.7. Sustaining Emotion
- 4.8.8. Resilience
- 4.8.9. Expression Channels
- 4.8.10. Application Models

4.9. The Development of Attitudes and Competencies for the Work Environment
- 4.9.1. What are Job Competencies?
- 4.9.2. Competency Standards
- 4.9.3. Occupational Profiles
- 4.9.4. Employability Skills
- 4.9.5. Attitudes towards Employability: Social, and Work Attitudes
- 4.9.6. Affective, Cognitive and Behavioral Components of Attitudes
- 4.9.7. Attitude Change: Congruent and Incongruent
- 4.9.8. Most Valued Social Skills with Respect to Employability
- 4.9.9. Personal Map of Attitudes and Competencies
- 4.9.10. Application Models

4.10. Resources in Primary Education: An Evolutionary Approach
- 4.10.1. Identification of Emotions
- 4.10.2. The Self and the Other
- 4.10.3. Emotional Environment
- 4.10.4. Description of the Child's Environment: Expression Channels
- 4.10.5. Self-Concept
- 4.10.6. Development of Self-Esteem
- 4.10.7. Enhancing the Expression of Emotions, Assertiveness
- 4.10.8. Intervention Strategies in Emotional Education
- 4.10.9. Development of Emotional Competencies
- 4.10.10. Application Models

Module 5. Development of Professional Competencies in Professional Guidance

5.1. Employability Model
- 5.1.1. Current Economic Context
- 5.1.2. Employment in the 21st Century
- 5.1.3. Self-Knowledge
- 5.1.4. The Vision
- 5.1.5. The Mission
- 5.1.6. Definition of Objectives
- 5.1.7. New Work Models
- 5.1.8. Roadmap
- 5.1.9. Personal Brands

5.2. Development of Competencies
- 5.2.1. Characteristics of the Competencies
- 5.2.2. Capabilities, Skills and Competencies
- 5.2.3. Competencies that will be in Demand in the 21st Century
- 5.2.4. Personal Competencies
- 5.2.5. Professional Competencies
- 5.2.6. Competency Training
- 5.2.7. Maturity Levels of a Competency
- 5.2.8. Assessment of Competencies (Indicators)

5.3. Collaborative Work
- 5.3.1. Teamwork
- 5.3.2. Characteristics of Collaborative Work
- 5.3.3. The Power of Teamwork
- 5.3.4. Structures and Models for Collaborative Work
- 5.3.5. Communities of Practice
- 5.3.6. Tools for Collaborative Work
- 5.3.7. Empathy
- 5.3.8. Assertiveness
- 5.3.9. Trust
- 5.3.10. Self-organized Teams

5.4. Project Work
- 5.4.1. Work Models
- 5.4.2. Results Oriented
- 5.4.3. Organization of Work
- 5.4.4. Project definition
- 5.4.5. Project Life Cycle
- 5.4.6. Project Management
- 5.4.7. The Figure of the Project Manager
- 5.4.8. Methodologies for Project Management
- 5.4.9. Difference between Project Development and Product Development
- 5.4.10. Product Design and Creation

5.5. Communication
- 5.5.1. Basic Characteristics of Communication
- 5.5.2. Effective Communication
- 5.5.3. Active Listening
- 5.5.4. Intrapersonal Communication
- 5.5.5. Interpersonal Communication
- 5.5.6. Online Interpersonal Communication (e-mail, Social Networks)
- 5.5.7. Effective Presentations
- 5.5.8. Visual Communication
- 5.5.9. Body Communication (Non-Verbal Language)
- 5.5.10. Speaking in Public

5.6. Adaptation to Change
- 5.6.1. Context and Basic Concepts
- 5.6.2. Main Characteristics of Adaptation to Change
- 5.6.3. Unlearning to Relearn
- 5.6.4. Flexibility and Versatility
- 5.6.5. Change Management Process
- 5.6.6. Factors Favoring Adaptation to Change
- 5.6.7. Negative Factors or Factors that do not Help Adaptation to Change
- 5.6.8. Comfort Zone
- 5.6.9. The Everett Rogers Curve
- 5.6.10. Moore's Law

5.7. Business Models
- 5.7.1. Definition and Fundamental Concepts
- 5.7.2. Business Canvas I
- 5.7.3. Business Canvas II
- 5.7.4. Examples of Business Model
- 5.7.5. Innovation
- 5.7.6. Innovative Business Models
- 5.7.7. Basic Organizational Models

5.8. Entrepreneurship
- 5.8.1. Personal Business Models
- 5.8.2. Startups
- 5.8.3. Strategic Business Planning
- 5.8.4. Lean Canvas
- 5.8.5. Lean Startup Method
- 5.8.6. Internet Strategy (Digital Business, Digital Marketing)
- 5.8.7. Entrepreneurship Skills
- 5.8.8. Social Entrepreneurship
- 5.8.9. Corporate Enterprise
- 5.8.10. The Concept of Value Contribution

5.9. Leadership
- 5.9.1. What is Leadership?
- 5.9.2. What Does It Take to Be a Leader?
- 5.9.3. Types of Leadership
- 5.9.4. Self-Leadership
- 5.9.5. Mindfulness
- 5.9.6. Tribes
- 5.9.7. Followers
- 5.9.8. Feedback
- 5.9.9. Coaching
- 5.9.10. Emotional Intelligence

5.10. Creativity Development
- 5.10.1. Fundamental Concepts
- 5.10.2. Factors that Favor the Development of Creativity
- 5.10.3. Factors that do not Favor Creativity
- 5.10.4. Lateral Thinking
- 5.10.5. Exploration and Management of Ideas
- 5.10.6. Development and Monitoring of Ideas
- 5.10.7. Divergent Thinking
- 5.10.8. Convergent Thinking

Module 6. Decision-Making I: Who Are They to Know What They Want?

6.1. Theories in Decision-Making. The Non-Decision
- 6.1.1. Introduction
- 6.1.2. Decision-Making Concept
- 6.1.3. Approaches to Decision-Making
- 6.1.4. Explanatory Models of How Decisions are Made
- 6.1.5. Individual Variables in Decision-Making
- 6.1.6. How to Learn How to Make Decisions?
- 6.1.7. How to Teach How to Make Decisions?
- 6.1.8. Programs to Teach Decision-Making
- 6.1.9. Group Decision-Making
- 6.1.10. The Non-Decision

6.2. A Practical Model for Professional Decisions: Heart, Head and Feet
- 6.2.1. Introduction
- 6.2.2. Theoretical Basis of the Model
- 6.2.3. Heart: Who is it?
- 6.2.4. Head: What does the World Offer and What does it Want?
- 6.2.5. Feet: Planning for the Future
- 6.2.6. Individual Development Plan
- 6.2.7. Individual Implementation
- 6.2.8. Group Implementation
- 6.2.9. Integration in Educational Centers
- 6.2.10. Conclusions

6.3. Motivation and Vocational Decision. Vital Moment
- 6.3.1. Introduction
- 6.3.2. The Behavioral Approach
- 6.3.3. Social Approach
- 6.3.4. Cognitive Approach
- 6.3.5. Humanistic Approach
- 6.3.6. The Psychoanalytic Point of View in Vocational Selection
- 6.3.7. Motivation in Adolescents
- 6.3.8. Current Social and Family Variables
- 6.3.9. Role of the Counselor and Tutor
- 6.3.10. Motivational Resources

6.4. Skills: Diagnosis and Integration in the Model
- 6.4.1. What Are Skills?
- 6.4.2. Verbal Aptitude
- 6.4.3. Numerical Aptitude
- 6.4.4. Spatial Aptitude
- 6.4.5. Mechanical Aptitude
- 6.4.6. Memory
- 6.4.7. Concentration
- 6.4.8. Other Skills
- 6.4.9. Assessment by Test
- 6.4.10. Self-Diagnosis of Skills
- 6.4.11. Integration in the CCP Model

6.5. What are Multiple Intelligences and their Correlation with Professions?
- 6.5.1. Introduction
- 6.5.2. What are Multiple Intelligences?
- 6.5.3. Visuospatial Intelligence
- 6.5.4. Linguistic Intelligence
- 6.5.5. Logical-Mathematical Intelligence
- 6.5.6. Naturopathic Intelligence
- 6.5.7. Musical Intelligence
- 6.5.8. Body-Kinesthetic Intelligence
- 6.5.9. Interpersonal Intelligence
- 6.5.10. Intrapersonal Intelligence
- 6.5.11. Assessment of Multiple Intelligences
- 6.5.12. Integration in the CCP Model

6.6. Personality Associated with Professional Profiles
- 6.6.1. Personality Models
- 6.6.2. Personality in Adolescents
- 6.6.3. Self-Concept and Vocational Maturity
- 6.6.4. Personality Variables Relevant to Vocational Choice
- 6.6.5. The Holland's Model
- 6.6.6. Personality Associated with Professions
- 6.6.7. Personality Assessment Resources
- 6.6.8. Case Study
- 6.6.9. Integration in the CCP Model

6.7. Talent as Differentiation and Opportunity
- 6.7.1. Introduction
- 6.7.2. Concept of Talent
- 6.7.3. Talent Development
- 6.7.4. Talent and Academic Achievement
- 6.7.5. Talent and High Abilities
- 6.7.6. Talent and Professional Competencies
- 6.7.7. Resources to Help Them Discover Their Talents
- 6.7.8. Talent Detection
- 6.7.9. Cases of Talented Adolescents
- 6.7.10. Integration in the CCP Model

6.8. Vocational Values. What Do They Want to Work For?
- 6.8.1. Introduction
- 6.8.2. Concept of Vocational Values
- 6.8.3. Values and the Current Work Environment
- 6.8.4. Importance for Selection
- 6.8.5. Values and Family
- 6.8.6. Values and Gender
- 6.8.7. Ceres Classification
- 6.8.8. Values Associated with Professions
- 6.8.9. Values as a Basis for a Life Path
- 6.8.10. Integration in the CCP Model

6.9. Level of Effort and Study Habits
- 6.9.1. Introduction
- 6.9.2. Importance of the Academic Record
- 6.9.3. Models for Gathering Information
- 6.9.4. Study Habits
- 6.9.5. Assessment and Corrective Measures of Study Habits
- 6.9.6. Study Techniques; Classroom Teaching
- 6.9.7. Academic Effort and Performance
- 6.9.8. School Failure: Relevant Variables
- 6.9.9. Family and School Performance
- 6.9.10. Integration in the CCP Model

6.10. Specific Resources for Self-Knowledge
- 6.10.1. Comillas University Orion Program
- 6.10.2. Incomplete Questioning Techniques
- 6.10.3. Group and Individual Personality Dynamics
- 6.10.4. Mentor Dynamics: Limiting Beliefs
- 6.10.5. Systematic Relaxation and Talent
- 6.10.6. Dynamics to Discover Professional Values
- 6.10.7. Vocational Guidance Test on the Web
- 6.10.8. Integration with the CCP Model

Module 7. Decision-Making II: The Search for Information and How to Get What they Want

7.1. Development of Active Information Seeking Competence
- 7.1.1. The Digital Era and the Internet
- 7.1.2. Young People and New Technologies
- 7.1.3. Critical Thinking
- 7.1.4. Active Learning
- 7.1.5. 10 Skills to Develop this Competency
- 7.1.6. Classroom Resources
- 7.1.7. Technical Resources
- 7.1.8. The Importance of Information in Vocational Selection
- 7.1.9. Integration with the CCP Model

7.2. Professional Families First Approach to Vocational Selection
- 7.2.1. Introduction
- 7.2.2. Concept of Professional Family
- 7.2.3. Different Classifications
- 7.2.4. A Concrete Classification Model: Theoretical Rationale
- 7.2.5. Experimental Science Family
- 7.2.6. Applied Technique Family
- 7.2.7. Healthcare Family
- 7.2.8. Business and Economics Family
- 7.2.9. Administrative Activities Family
- 7.2.10. Law and Counseling Family
- 7.2.11. Protection and Security Family
- 7.2.12. Humanistic-Social Family
- 7.2.13. Communication Family
- 7.2.14. Teaching and Guidance Family
- 7.2.15. Languages Family
- 7.2.16. Film and Theater Family
- 7.2.17. Music Family
- 7.2.18. Plastic Arts Family
- 7.2.19. Aesthetics Family
- 7.2.20. Farming Family
- 7.2.21. Sports Family
- 7.2.22. Religious Activities Family
- 7.2.23. Integration in the CCP Model

7.3. Academic options: degrees and special teachings
- 7.3.1. What are University Degrees?
- 7.3.2. Special Education: An Option
- 7.3.3. Access to the Different Options
- 7.3.4. The University Access System
- 7.3.5. Variables to be Considered by the Student when Faced with Different Educational Options
- 7.3.6. Interviews with People Studying the Educational Option to be Appraised
- 7.3.7. Integration with the CCP Model

7.4. Career Opportunities of the Educational Options
- 7.4.1. Introduction
- 7.4.2. The New Professional Opportunities of the 21st Century
- 7.4.3. Importance of the Socioeconomic Context
- 7.4.4. The Study of Career Opportunities Based on Educational Options
- 7.4.5. New Market Trends in Traditional Careers
- 7.4.6. Employability of Educational Options
- 7.4.7. Employability of Career Opportunities
- 7.4.8. Access to the Different Professional Opportunities
- 7.4.9. Classroom Resources for Researching Career Opportunities
- 7.4.10. Integration in the CCP Model

7.5. The Individual Context. Reality Itself
- 7.5.1. Family Socioeconomic Context
- 7.5.2. Levels of Autonomy
- 7.5.3. Level of Motivation and Effort
- 7.5.4. Capabilities and Skills
- 7.5.5. Level of Vocational Maturity
- 7.5.6. Personality
- 7.5.7. Personal Variables: The Diversity
- 7.5.8. Information Gathering and the Role of the Counselor
- 7.5.9. Integration in the CCP Model

7.6. Research on the Factors that Define the Labor Reality
- 7.6.1. Introduction
- 7.6.2. Study of the Functions and Tasks in a Specific Career Path
- 7.6.3. Remuneration of Professions
- 7.6.4. Promotion and Professional Development
- 7.6.5. Associated Work Climate
- 7.6.6. Lifestyle Associated with the Professions: Schedules, Availability, Mobility
- 7.6.7. Professions and Gender
- 7.6.8. Structured Interview to Gather Information
- 7.6.9. Networked Resources for Research
- 7.6.10. Integration in the CCP Model

7.7. Individual Vocational Selection. Fitting the Puzzle
- 7.7.1. SWOT Methodology for Individual Decision-Making
- 7.7.2. Student Strengths
- 7.7.3. Student Weaknesses
- 7.7.4. Threats of Valued Professions
- 7.7.5. Career Options Opportunities
- 7.7.6. Individual Reflection
- 7.7.7. Assessment of the Degree of Certainty in Vocational Decision-Making
- 7.7.8. Interview with the Student and the Role of the Counselor
- 7.7.9. Integration in the CCP Model

7.8. Family Interview, Model and Advantages
- 7.8.1. Introduction
- 7.8.2. Approaches to Family Interviewing
- 7.8.3. Group Workshops for Parents on Vocational Selection
- 7.8.4. Family Influence on Final Decision-Making
- 7.8.5. Communication of the Interview
- 7.8.6. Structured Interview Format
- 7.8.7. Development of the Family Interview
- 7.8.8. Diversity in Student and/or Family
- 7.8.9. Advantages of the Family Interview
- 7.8.10. Integration in the CCP Model

7.9. An Individual Development Plan: Creating a Career-Focused CV during Academic Training
- 7.9.1. Concept of Individual Development Plan
- 7.9.2. Extracurricular Knowledge
- 7.9.3. Digital and Computer Skills
- 7.9.4. Languages
- 7.9.5. Volunteerism
- 7.9.6. Previous Work Experience
- 7.9.7. Generic Competencies for the First Job with a Career Focus
- 7.9.8. Specific Competencies of Professional Areas
- 7.9.9. Emotional Intelligence and Profession
- 7.9.10. Integration in the CCP Model

7.10. Specific Resources for Information Search
- 7.10.1. Introduction
- 7.10.2. Academic Research
- 7.10.3. Universities and Special Education Institutions
- 7.10.4. Study Abroad
- 7.10.5. Labor Market Trends
- 7.10.6. Career Opportunities
- 7.10.7. Employability
- 7.10.8. Remuneration
- 7.10.9. Testimonials and Online Forums
- 7.10.10. Integration in the CCP Model

Module 8. Guidance for Inclusion. Vocational and Professional Guidance for Inclusion

8.1. Theoretical Framework: The Concept of Diversity, Inclusion and Inclusive Guidance
- 8.1.1. From Special Education to Diversity Care
- 8.1.2. From Attention to Diversity to Inclusive Education
- 8.1.3. Attention to Diversity within the Framework of the European Union
- 8.1.4. Concept of Diversity from an Employability Perspective
- 8.1.5. Concept of Educational and Labor Inclusion
- 8.1.6. Inclusive Guidance, a Lifelong Process
- 8.1.7. Inclusive Guidance, School, Work and the Environment
- 8.1.8. Inclusive Guidance, Differentiated Needs
- 8.1.9. Keys to an Inclusive Guidance

8.2. Knowledge of the Different Diversity Profiles for Guidance
- 8.2.1. The Educational Response to Diversity
- 8.2.2. Curricular Adaptations for Obtaining the Compulsory High School Diploma
- 8.2.3. Understanding the Diversity of Cognitive, Emotional and Affective Processes on which Learning is Based
- 8.2.4. Diversity and Educational Inclusion Plan
- 8.2.5. Students with Attention Deficit and Hyperactivity Disorder
- 8.2.6. Students with Autism Spectrum Disorder
- 8.2.7. Students with Learning Difficulties (Dyslexia, Dysorthography, etc.)
- 8.2.8. Students with Intellectual Disabilities
- 8.2.9. Students with Mental Disorders
- 8.2.10. Students with Sensory Disabilities

8.3. Functional Diversity as Seen from its Potential
- 8.3.1. Definition of Functional Diversity
- 8.3.2. Types of Functional Diversity
- 8.3.3. Identity and Intellectual Functional Diversity
- 8.3.4. Inclusive Education and Higher Education from the Point of View of Students with Functional Diversity
- 8.3.5. Socio-Occupational Training of Students with Functional Diversity
- 8.3.6. Indicators to Identify the Potential of People with Functional Diversity
- 8.3.7. Labor Inclusion of People with Functional Diversity
- 8.3.8. Professional Guidance for Students with Functional Diversity in University

8.4. General Actions in Vocational Guidance for Students with Different Difficulties: ADHD, ASD, Dyslexia, etc
- 8.4.1. Pre-Vocational Initiation
- 8.4.2. Vocational Decision and Involvement
- 8.4.3. Vocational Decision Processes
- 8.4.4. Difficulty and Pressure
- 8.4.5. Professional Counseling
- 8.4.6. Market Knowledge
- 8.4.7. Decision-Making Strategies
- 8.4.8. Facilitating Self-Awareness and the Ability to Make Choices
- 8.4.9. Provide Information to Trainee and Families
- 8.4.10. Encourage Personal Interests

8.5. Tools for Inclusive Guidance
- 8.5.1. How to Guide People with Learning Difficulties?
- 8.5.2. Professional Guidance for People with Specific Educational Support Needs (ASD, ADHD, Dyslexia, etc.)
- 8.5.3. Professional Guidance for People with Intellectual Functional Diversity
- 8.5.4. Professional Guidance for People with Sensory Functional Diversity
- 8.5.5. Professional Guidance for People in Conditions of Social Vulnerability
- 8.5.6. Professional Guidance for People with Mental Disorders
- 8.5.7. Curriculum Development in Response to Diversity
- 8.5.8. The Job Interview for People with Functional Diversity
- 8.5.9. Professional Fields
- 8.5.10. Vocational Groups

8.6. Educational Offers and Educational and Professional Itineraries, Taking Diversity into Account
- 8.6.1. Educational and Vocational Pathways to Guide People with Difficulty
- 8.6.2. Programs for Learning and Performance Enhancement
- 8.6.3. Reinforcement Programs in High School
- 8.6.4. Professional Qualification Programs
- 8.6.5. Youth Guarantee Programs
- 8.6.6. Occupational Training for People with Functional Diversity
- 8.6.7. Special Employment Center
- 8.6.8. Occupational Center

8.7. Diversity Professional Guidance Program in High School
- 8.7.1. Needs Assessment
- 8.7.2. Program Rationale
- 8.7.3. Program Objectives
- 8.7.4. Program Contents
- 8.7.5. Program Methodology
- 8.7.6. Program Resources
- 8.7.7. Program Timing
- 8.7.8. Program Assessment
- 8.7.9. Program Application
- 8.7.10. Program Summary

8.8. Job Search Program: Customized Employment for People with Functional Diversity
- 8.8.1. Customized Employment Concept
- 8.8.2. Customized Employment, the Evolution of Supported Employment
- 8.8.3. Labor Market
- 8.8.4. Guidance and Job Search Resources
- 8.8.5. Internet Employment
- 8.8.6. Job Skills
- 8.8.7. Social Skills
- 8.8.8. Planning Skills
- 8.8.9. Special Employment Centers
- 8.8.10. The Role of the Companies

8.9. Occupational Training Itineraries for Attention to Diversity
- 8.9.1. Unemployment of People with Disabilities
- 8.9.2. Vocational Training for Employment
- 8.9.3. Employment Workshops
- 8.9.4. Labor Market Integration of People with Disabilities
- 8.9.5. Labor Qualification of People with Disabilities
- 8.9.6. Occupational Integration Services
- 8.9.7. Pre-Job Training
- 8.9.8. Ongoing Training
- 8.9.9. Occupational Distance Training
- 8.9.10. Public Employment Services that Cater to Diversity

8.10. Case Studies. Case Study: Professional Guidance Program for a Student with ADHD and/or ASD
- 8.10.1. ASD Student
- 8.10.2. Educational Experience
- 8.10.3. Academic Guidance
- 8.10.4. Professional Guidance
- 8.10.5. Job Placement
- 8.10.6. Occupational and Ongoing Training
- 8.10.7. Student with ADHD
- 8.10.8. Educational Experience
- 8.10.9. Academic Guidance
- 8.10.10. Professional Guidance
- 8.10.11. Job Placement
- 8.10.12. Occupational and Ongoing Training

Module 9. ICT in Academic/Vocational and Professional Guidance

9.1. ICT in the Information Society
- 9.1.1. Introduction
- 9.1.2. The Information Society
- 9.1.3. Definition
- 9.1.4. Causes of its Expansion
- 9.1.5. Characteristics of the Information Society and Requirements for Educational Institutions
- 9.1.6. Myths of Information Society
- 9.1.7. ICT
- 9.1.8. Definition
- 9.1.9. Evolution and Development
- 9.1.10. Characteristics and Possibilities for Teaching

9.2. The Inclusion of ICT in the School Environment
- 9.2.1. Introduction
- 9.2.2. Roles of ICT in Education
- 9.2.3. General Variables to Consider in the Incorporation of ICT
- 9.2.4. Evolutionary Variables
- 9.2.5. Physiological Variables
- 9.2.6. Cultural Variables
- 9.2.7. Economic Variables
- 9.2.8. The Didactic Model as a Reference
- 9.2.9. Selection Criteria
- 9.2.10. Other Aspects to Consider

9.3. Education and Guidance in Globalization
- 9.3.1. Introduction
- 9.3.2. The Phenomenon of Globalization
- 9.3.3. Origins and Characteristics
- 9.3.4. How Does Globalization Affect Education?
- 9.3.5. Positive and Negative Consequences of Globalization
- 9.3.6. Quality, Equity and Relevance
- 9.3.7. Learning to Draw Boundaries as an Educational Responsibility
- 9.3.8. Keys to a Sustainable Future
- 9.3.9. Other Perspectives; Dimensions of a "Glocal" Education
- 9.3.10. New Social Spaces for Education

9.4. Training in the Digital Competence of Guidance Practitioners
- 9.4.1. Introduction
- 9.4.2. The Education and Guidance Professional in the 21st Century
- 9.4.3. Digital Literacy; from a Need to an Emerging Reality
- 9.4.4. Definition of Digital Competence
- 9.4.5. Common Framework for Digital Competence
- 9.4.6. Areas and Competences
- 9.4.7. Contextualization of the Framework of Digital Competence in Education
- 9.4.8. Digital Competence Portfolio for Teachers
- 9.4.9. Some Resources to Achieve Digital Competence in Teaching
- 9.4.10. Other Frameworks on Digital Competition

9.5. The Role of the Counselor and the Student in the New ICT Spaces
- 9.5.1. New Learning Scenarios
- 9.5.2. The Impact on the Student's Environment
- 9.5.3. The Role of the Counselor in the Face of the New Information and Communication Technologies
- 9.5.4. The Role of the Student; from Invisible to Protagonist
- 9.5.5. Technological Skills and Competencies of the Teacher/Counselor
- 9.5.6. Technological Skills and Competencies of the Students
- 9.5.7. Risks and Proposals

9.6. Design and Development of Multimedia Materials for Training and Guidance
- 9.6.1. Introduction
- 9.6.2. Multimedia Technology
- 9.6.3. Definition of Multimedia Concept
- 9.6.4. Qualities of Multimedia Resources and Materials
- 9.6.5. Classification
- 9.6.6. Contributions and Limitations
- 9.6.7. Materials Development
- 9.6.8. Some Quality Criteria
- 9.6.9. Video as a Resource for Guidance and Training
- 9.6.10. Social Networks as a Resource for Guidance and Training

9.7. Internet Applied to Guidance: Webquests, Wikis and Blogs
- 9.7.1. Webquest
- 9.7.2. Concept, Origin and Characteristics
- 9.7.3. Structure of a Webquest
- 9.7.4. Wikis
- 9.7.5. Concept, Origin and Characteristics
- 9.7.6. Structure of a Wiki
- 9.7.7. Weblogs
- 9.7.8. Concept, Origin and Characteristics
- 9.7.9. Structure of a Webquest

9.8. ICT as a Support for Students with Educational Needs
- 9.8.1. Introduction
- 9.8.2. Software for Students with Special Educational Needs
- 9.8.3. Software that Allows Access to the Computer
- 9.8.4. Supporting Technologies
- 9.8.5. The Need for Vocational Guidance Support Resources

9.9. Some Projects and Experiences of Guidance and ICT
- 9.9.1. Introduction
- 9.9.2. "My Vocational e-Portfolio" (MYVIP)
- 9.9.3. MyWayPass. Free Online Platforms for Decision-Making
- 9.9.4. At the Ring of a Bell
- 9.9.5. Socio-school
- 9.9.6. Orientaline
- 9.9.7. Virtual Student Lounge

9.10. Some Digital Resources for Education Guidance
- 9.10.1. Introduction
- 9.10.2. Associations and Portals of Interest in the Field of Guidance
- 9.10.3. Blogs
- 9.10.4. Wikis
- 9.10.5. Professional Social Networks or Educational and Occupational Guidance Institutions
- 9.10.6. Facebook Groups
- 9.10.7. Guidance Apps
- 9.10.8. Interesting Hashtags
- 9.10.9. Other ICT Resources
- 9.10.10. Personal Learning Environments in Guidance: OrientaPLE

A program created for teaching effectiveness: so that you learn faster, in a more stimulating way and on a more permanent basis"

06

Methodology

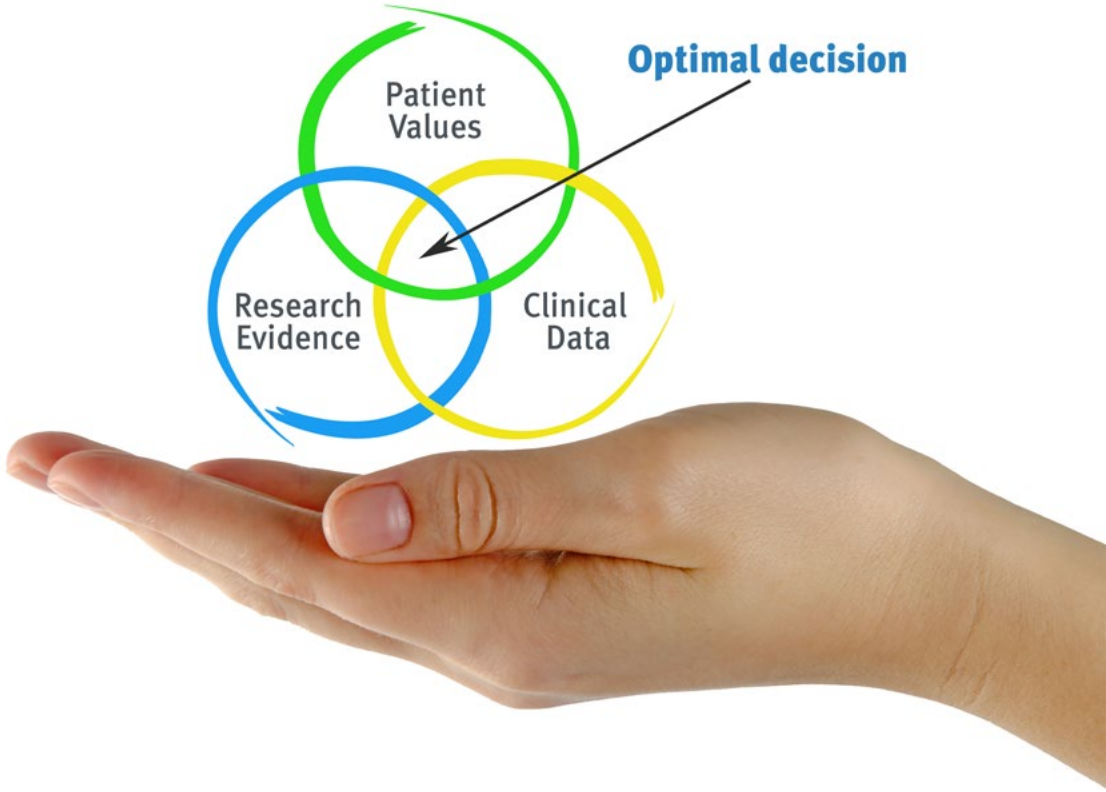
This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.



It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method"

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

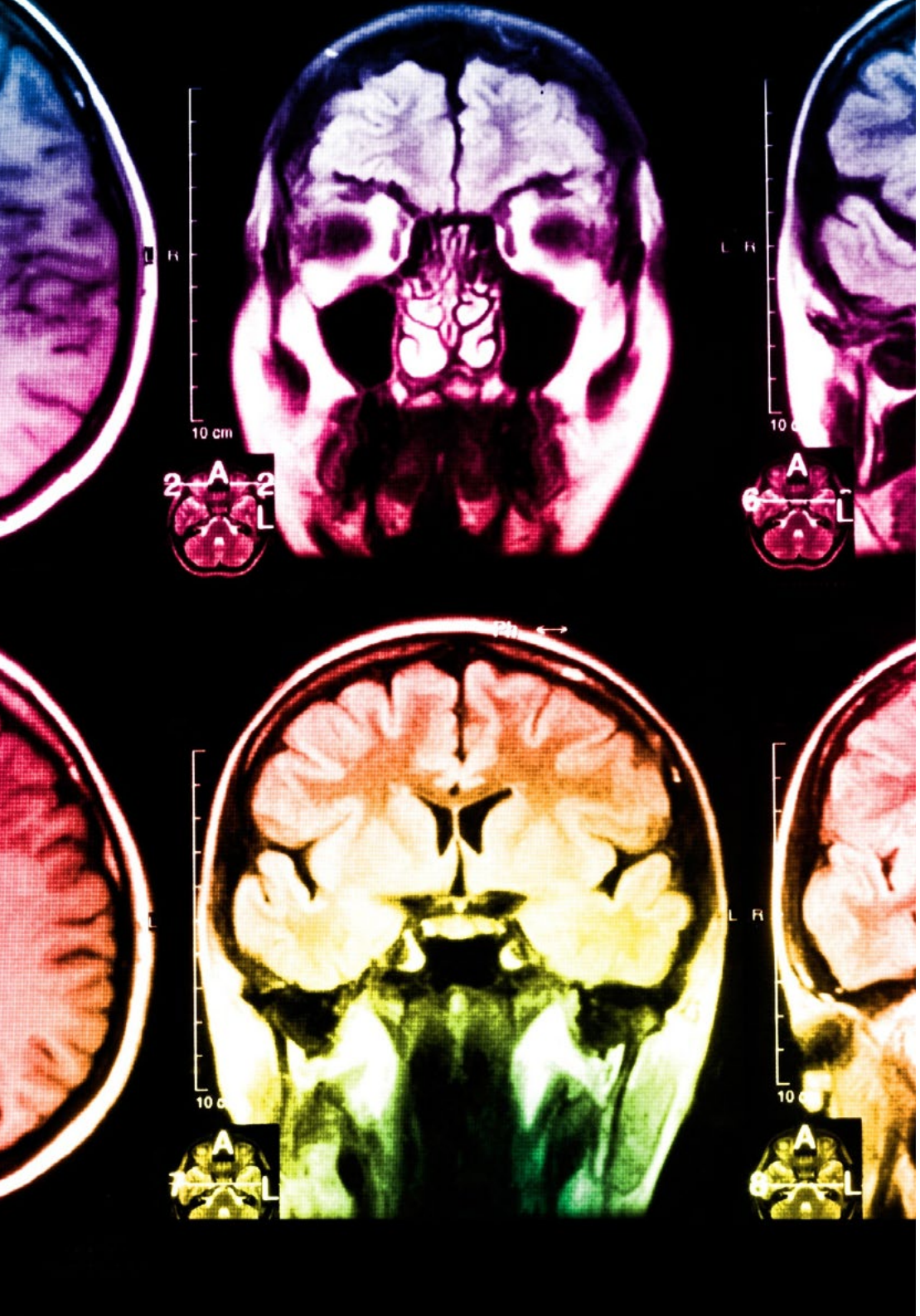
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
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.

Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.

Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

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.

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.

This program offers the best educational material, prepared with professionals in mind:

Study Material

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

These contents are then adapted in audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.

Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, students can watch them as many times as they want.

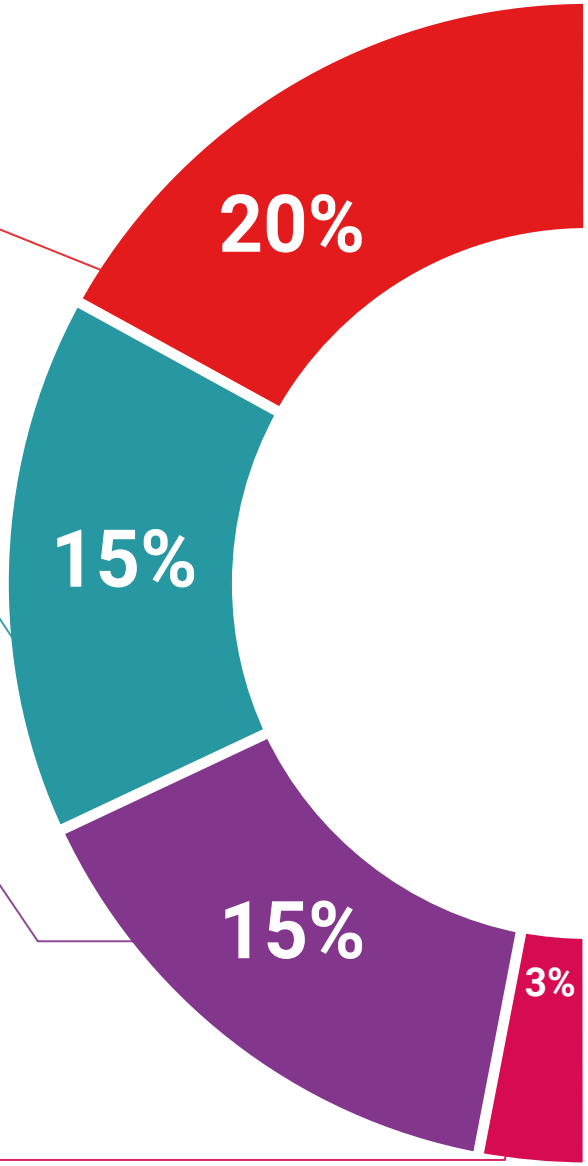
Interactive Summaries

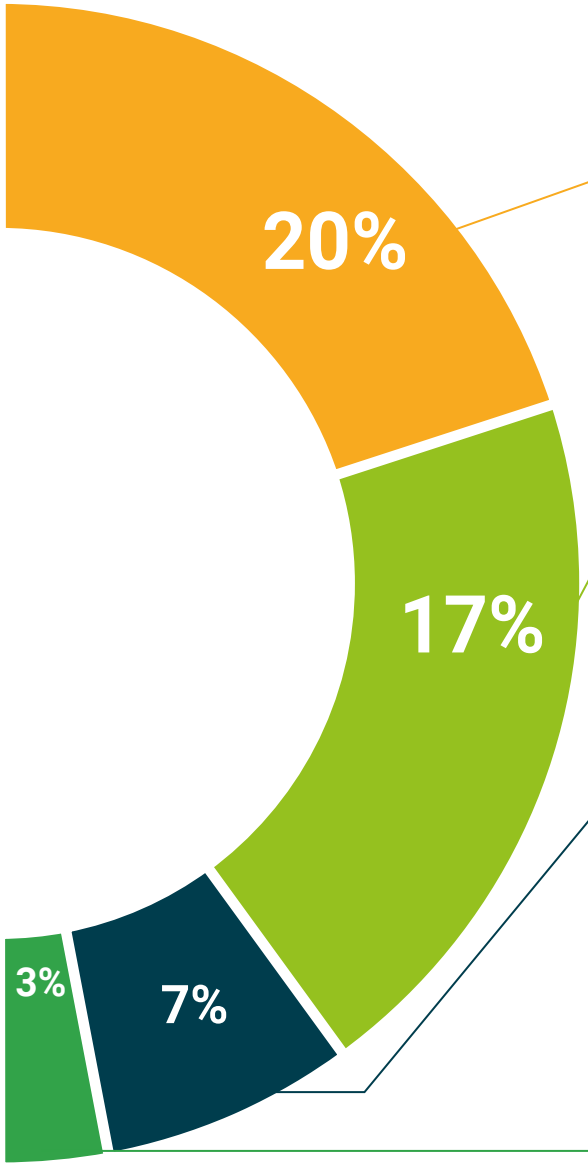
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.

Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.

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 in 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

Certificate

The Professional Master's Degree in Vocational and Professional Guidance guarantees you, in addition to the most rigorous and up-to-date training, access to a Professional Master's Degree issued by TECH Technological University.

Successfully complete this program and receive your university degree without travel or laborious paperwork"

This **Professional Master's Degree in Vocational and Professional Guidance** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Professional Master's Degree** issued by **TECH Technological University** via tracked delivery*.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the Professional Master's Degree, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Professional Master's Degree in Vocational and Professional Guidance**

Official Nº of hours: **1,500 h.**

tech technological university

Awards the following

CERTIFICATE

to

Mr./Ms. _____, with identification number _____.

For having successfully passed and accredited the following program

PROFESSIONAL MASTER'S DEGREE

in

Vocational and Professional Guidance

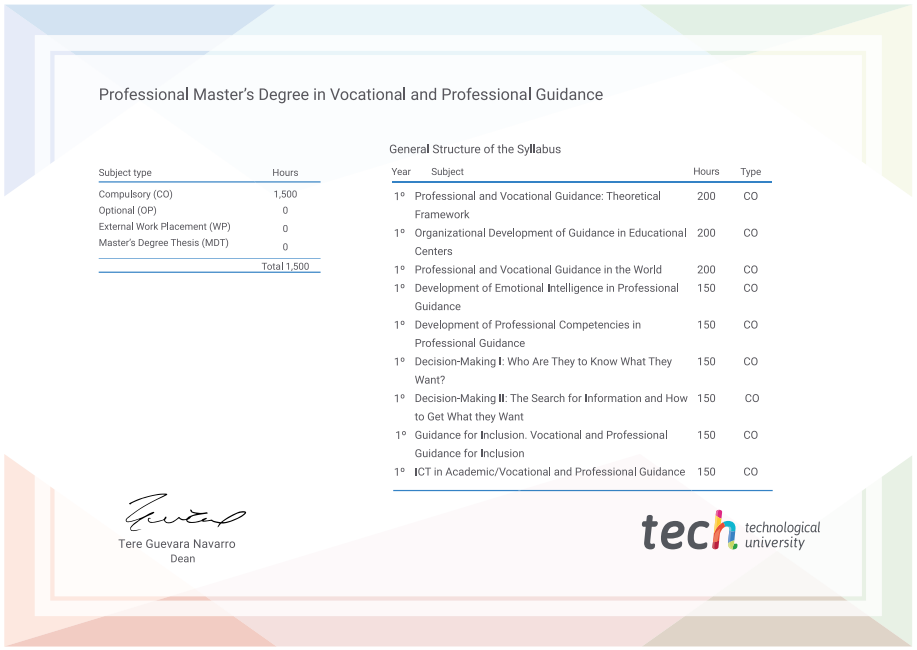
This is a qualification awarded by this University, equivalent to 1,500 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro
Dean

Unique TECH Code: AFWORD23S techtitute.com/certificates


Professional Master's Degree in Vocational and Professional Guidance

Subject type	Hours
Compulsory (CO)	1,500
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
	Total 1,500

General Structure of the Syllabus

Year	Subject	Hours	Type
1º	Professional and Vocational Guidance: Theoretical Framework	200	CO
1º	Organizational Development of Guidance in Educational Centers	200	CO
1º	Professional and Vocational Guidance in the World	200	CO
1º	Development of Emotional Intelligence in Professional Guidance	150	CO
1º	Development of Professional Competencies in Professional Guidance	150	CO
1º	Decision-Making I: Who Are They to Know What They Want?	150	CO
1º	Decision-Making II: The Search for Information and How to Get What they Want	150	CO
1º	Guidance for Inclusion. Vocational and Professional Guidance for Inclusion	150	CO
1º	ICT in Academic/Vocational and Professional Guidance	150	CO

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

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Professional Master's Degree

Vocational and Professional Guidance

Course Modality: **Online**

Duration: **12 months**

Certificate: **TECH Technological University**

Official N° of hours: **1,500 h.**

Professional Master's Degree
Vocational and Professional Guidance

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