# Master's Degree
# Career Guidance

tech global university

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# Master's Degree
## Career Guidance

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Global University**
- Credits: **60 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: www.techtitute.com/us/psychology/master-degree/master-career-guidance

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01

# Introduction

The choice of a profession or career path represents a fundamental decision that requires guidance from competent professionals. This program provides an in-depth exploration of the main considerations for Career Guidance, offering the tools, knowledge and techniques necessary to structure this support. During this substantial academic program, the professional will have the unique opportunity to train with the best teachers, using most advanced educational resources and with the convenience of an efficient online system.

*Acquire the systematic and comprehensive knowledge you need and become a specialist in Career Guidance"*

Individualized decision-making requires a unique 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 contribute towards their personal maturity.

Aspects such as socioeconomic differences, disabilities or differences in learning have to be addressed through guidance in a targeted and innovative way.

TECH proposes a unique and effective model that can be implemented simply and effectively to help in the pre-university stages, based on experience with a wide sample of adolescents.

This Master's Degree is aimed at counselors and postgraduates in Psychology or Psychopedagogy who want to deepen their knowledge in this field. The recommended ratios of 1 counselor to 250 students are far from the reality throughout Europe.

In light of this fact, this program helps professionals to enhance their competence resulting in better praxis and results that will have a direct impact on educational outcomes, improving the educational system and providing a social benefit for the whole community.

A high-level boost that will lead to improvement, not only on a professional level, but also on a personal level.

This **Master's Degree in Career Guidance** contains the most complete and up-to-date program on the market. Its most notable features are:

- 100 practical cases presented by experts in Career Guidance
- Graphic, schematic, and practical contents which provide scientific and practical information on the disciplines that are essential for professional practice
- New developments in detection and intervention for Career Guidance
- Practical exercises where a self-evaluation process can be carried out to improve learning
- An algorithm-based interactive learning system for decision-making in the situations that are presented to the student
- Special emphasis on evidence-based methodologies in Career Guidance
- All of this will be complemented by 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 professional growth process that will allow you to acquire new intellectual and practical tools for professional practice"*

*Enroll today for a complete overview of all the considerations relevant to Career Guidance: What are you waiting for?"*

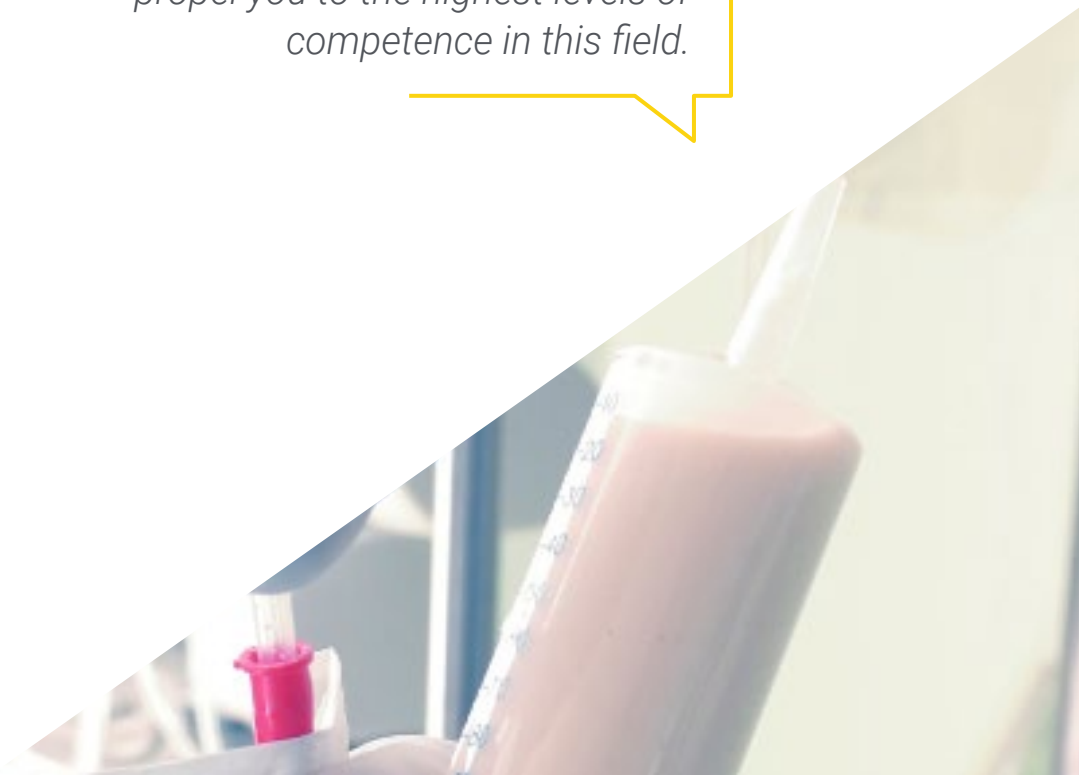
*Enhance your professional skills with the most comprehensive and high-quality update on the online teaching market.*

*A complete program that will propel you to the highest levels of competence in this field.*

The teaching staff includes professionals experienced in Career Guidance who bring their experience to this program, as well as renowned specialists belonging to leading societies and prestigious universities.

Thanks to its multimedia content developed with the latest educational technology, professionals will benefit from situated and contextual learning, that is to say, a simulated environment that will provide immersive learning designed to prepare them for real situations.

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



02

# Objectives

The objectives of this program act as a guide so that the professional can achieve them through the up-to-date information provided by the program. Supported and enriched with audiovisual material, this program and its methodology will help professionals reach the highest levels of quality and professionalism. This will increase their opportunities within the professional sector.

*If your goal is to advance professionally and acquire a qualification that will enable you to compete with the best, then look no further. This program will give your career the boost it needs"*

## General Objectives

- Acquire the necessary knowledge to support students' vocational decision-making and provide career guidance
- Act in a way that is tailored to the different personal contexts of the students
- Know the most effective and useful guidance strategies

*Make the most of this opportunity and take the next step to get up to date on the latest developments in Career Guidance"*

## Specific Objectives

### Module 1. Career Guidance: Theoretical Framework

- Provide a new view of career guidance focused on the individual
- Define the evaluative methods of use for vocational guidance
- Develop new evaluative guides for vocational guidance

### Module 2. Organizational Development of Guidance in Schools

- Learn about 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. Vocational and Career Guidance in the World

- Enhance the role of the guidance counselor as a facilitator of the transition to the current labor market
- Awaken in the student the sensibility towards a new guidance model based on successful cases both in organizational aspects and classroom implementation
- Give recommendations to the student after having spent time with them in the classroom

### Module 4. Development of Emotional Intelligence and Career Guidance

- Support the student regardless of the vocation they choose
- Enable students to face the challenges that will be put in their way, having chosen their career or vocation

### Module 5. Development of Professional Skills in Career Guidance

- Identify the challenges ahead for the future development of the different skills
- Develop the different skills and appreciate their impact for the profession

### Module 6. Decision-making I Who are you to know what you want?

- Define the priorities that the student has, making it easier to know what they want
- Identify why they want that path and that vocation
- Plan for possible career opportunities

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

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

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

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

### Module 9. ICT in Academic/Career Guidance

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

03

# Skills

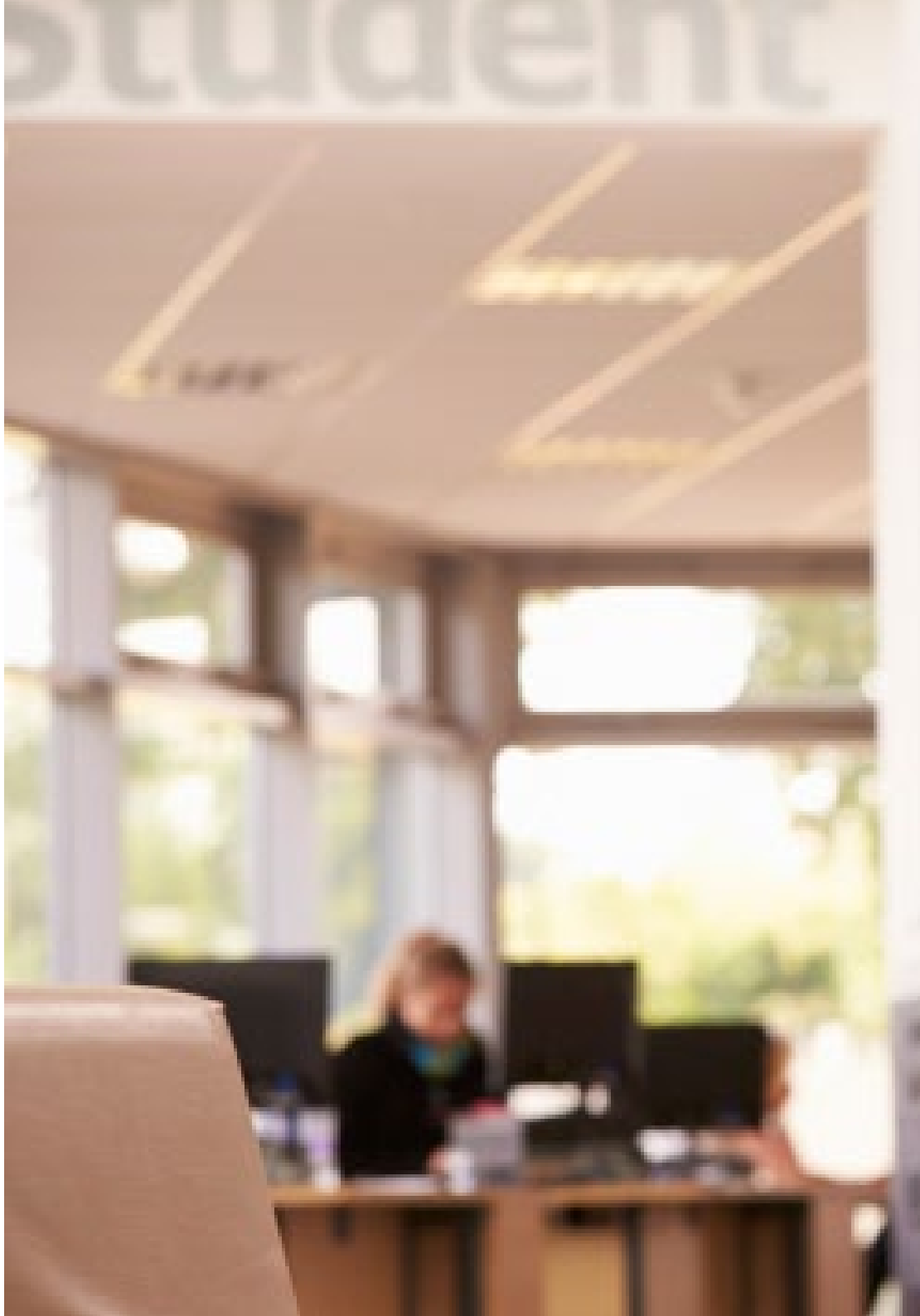
After passing the assessments of this Master's Degree in Career Guidance, professionals will be equipped with superior skills and be able to provide excellent support in this area. A very comprehensive approach, in a high-level Master's Degree that aims to provide all the up-to-date information on the different ways to positively support students embarking on their chosen professional paths.

*We turn knowledge into skills with a teaching system focused directly on practice, with realistic immersion and high educational impact"*

## General Skills

- Assess and implement new guidance models
- Develop an individual and group vocational guidance program in an educational institution
- Provide vocational 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 evaluate skills for employment in young people in any educational environment
- Integrate with useful and effective tools in the educational centers of their choice with the role of counselor in any field of action
- Provide strategies for intervention in the face of diversity
- Use a range of resources, to provide advice and guidance contributing to the employment integration of students

*Learn in a realistic, consistent and efficient way and gain high-value professional skills"*



## 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 guidance counselor to the current labor market
- Organize vocational and career guidance within the school environment
- Develop and propose the functions of guidance professionals, especially those related to vocational and career guidance, within schools
- Design academic and vocational guidance within the educational center and to evaluate outside contributions with an open mind
- Evaluate the effectiveness of career and vocational guidance actions in the center
- Acquire an international perspective of guidance in order to implement innovative models
- Assess the advantages and disadvantages of models in other countries in order to adapt them to the professional reality at home
- Effectively operate in international guidance environments in order to develop a broader vision
- Detect the weaknesses, threats, strengths and opportunities of the new guidance models that will arise in the future
- Help to establish balanced relationships with the environment
- Develop the recognition, understanding and management of the child's/adolescent's own emotions in the classroom
- Design an individual and classroom emotional management plan
- Apply and provide other teaching professionals with classroom resources for the management of emotions in adolescents
- Recognize key employability factors
- Develop tools for the organization of ideas and motivational arguments, obtain results from students, lay the foundations for leadership and creativity, encourage collaborative work and improve communication effectiveness
- Differentiate knowledge and competence and transfer it to the classroom by learning about key skills and how students can acquire them
- Know and show students the business structures and general idiosyncrasies of organizations so that they recognize new business models
- Teach them to make decisions based on self-knowledge
- Establish an effective methodology for detection of personality variables, skills, values and talents as a basis for selection in individual and group processes
- Guide students in their weaknesses and strengths
- Reproduce the C.C.P. model in the classroom and individually in its first phase: the heart
- Guide the search for information on the most important external variables in vocational decision making
- Implement a sequential form of research with specific and reliable resources to guarantee results
- Tutor individually or in groups the collection of information and the integration of this information in the decision-making process
- Motivate and convey to your students the importance of accompanying academic choices with other variables necessary to obtain their first job

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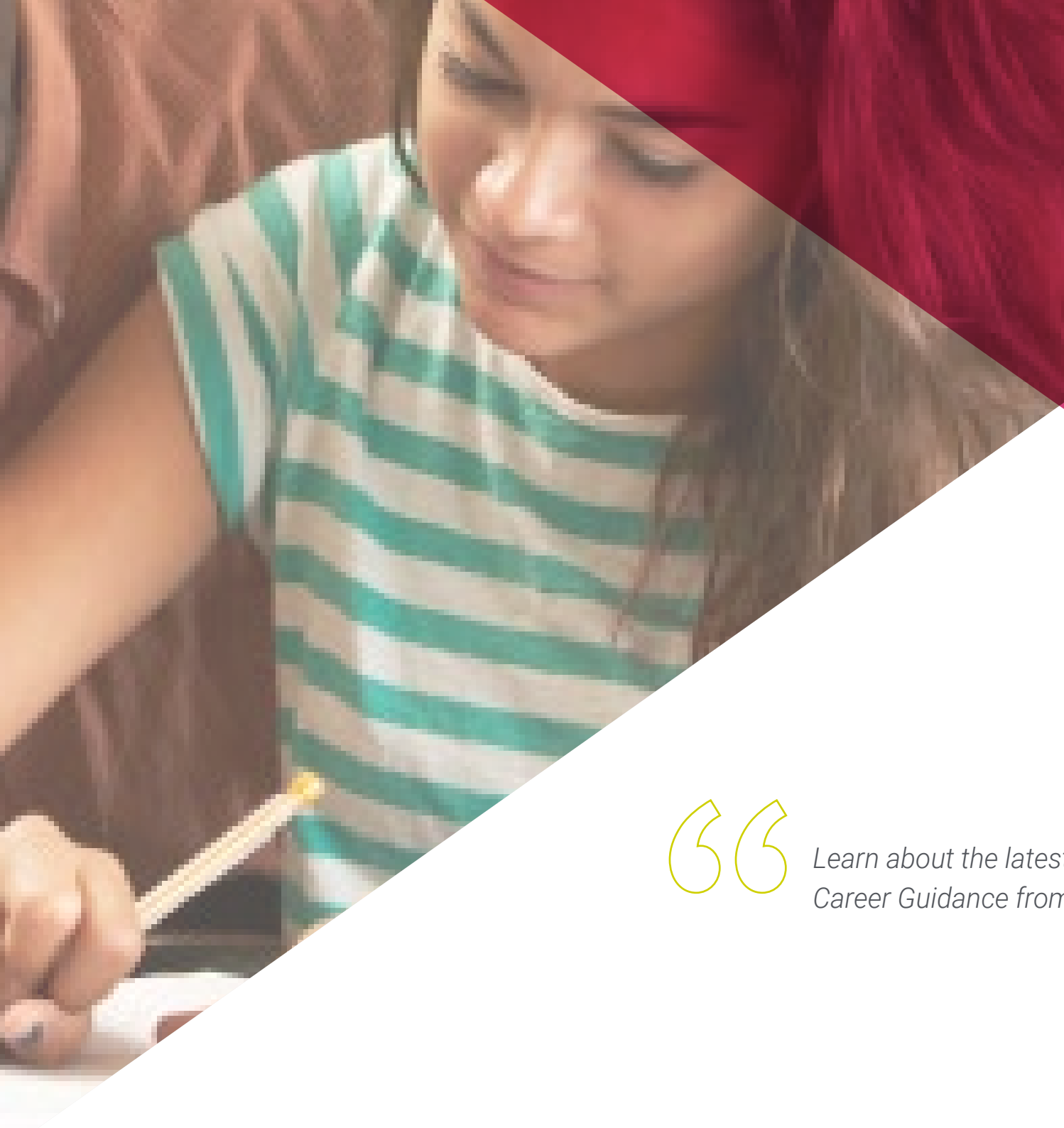
# Course Management

The faculty is made up of leading specialists in Career Guidance, who pour their professional experience into this program. Additionally, other renowned specialists participate in its design and preparation, which means that the program is developed in an interdisciplinary manner.



*Learn about the latest advances in procedures in Career Guidance from leading professionals"*

## 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 at the 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
- Expert in learning, lecturer and writer of articles and publications related to his areas of expertise

*"Our teaching team will transfer all their knowledge to you so that you are up to date with the latest information on the subject"*

05

# Structure and Content

The contents of this program have been developed by the most competent professionals in this sector, with a commitment to high quality at every stage of the program. For this purpose, the most relevant and comprehensive topics have been selected, with the latest and most interesting updates. It is worth noting that the program content is complemented by audiovisual material, as well as complementary readings and practical exercises.
In this way, professional will optimize their learning potential.

*An intensive educational approach, structured in such a way that you achieve your learning goals consistently and effectively"*

## **Module 1.** Career Guidance: Theoretical Framework

1.1. Historical Development of Professional and Vocational Guidance
- 1.1.1. Ideological Period
- 1.1.2. Empiricist Period
- 1.1.3. Observational Period
- 1.1.4. Empirical Stage Guidance as Adjustment
- 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 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. Need-Based Approaches
- 1.2.7. Approach to Self-Concept
- 1.2.8. Socio-Psychological Model of P.M. Blan
- 1.2.9. J.L Holland's Model
- 1.2.10. Dowald E. Super's Phenomenological Approach
- 1.2.11. Krumboltz's Social Learning Model
- 1.2.12. Dennis Pelletier's Activation Model

1.3. Career Guidance: Concept and Scope of Action
- 1.3.1. What Is Career 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. 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 Career Guidance
- 1.4.1. Professional Vs 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 Models
- 1.4.7. Consulting Models
- 1.4.8. Resource Model
- 1.4.9. Reactive/Proactive Intervention
- 1.4.10. Group/ Individual Intervention

1.5. Vocational and Career Guidance in High School
- 1.5.1. Vocational and Professional Guidance in High School from the Perspective of Parents and Guidance Counselors
- 1.5.2. High School Itineraries
- 1.5.3. Gender and Guidance in High School
- 1.5.4. Equity and Guidance in High School
- 1.5.5. Self-Guidance
- 1.5.6. The Role of the Counselor in High School
- 1.5.7. The Role of the Family in High School
- 1.5.8. 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. Integral 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 Socioemotional Competencies
- 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 Work
- 1.7.8. Precarious Employment
- 1.7.9. Education-Labor Market Mismatches
- 1.7.10. Mismatches between University Skills and Labor Market

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

## **Module 2.** Organizational Development of Guidance in Schools

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 Perspectives
- 2.1.4. Culture and Organization of Schools
- 2.1.5. Decision-Making Bodies in Schools
- 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. The Organizational Documents of the School
- 2.1.9. Guidance in the Center's Educational Project
- 2.1.10. Relevance of the Academic and Vocational Guidance Plan (POAP)

2.2. Organizational Structures of Guidance in Schools
- 2.2.1. Main Organizational Structures of School Guidance
- 2.2.2. Organization of School Guidance in Early Childhood Education
- 2.2.3. Organization of School Guidance in Primary Education
- 2.2.4. Organization of School Guidance in Secondary Education
- 2.2.5. Organization of School Guidance in Vocational Training
- 2.2.6. Organization of the Educational Guidance in University Education
- 2.2.7. Organization of Educational Guidance in Adult Education Centers
- 2.2.8. Organization of Educational Guidance in Special Education
- 2.2.9. Organization of School Guidance in Special Education Centers and Occupational Training Centers
- 2.2.10. Organization of Guidance

2.3. Role and Position of Guidance Professionals in Schools
- 2.3.1. The Systemic Approach in the Educational Sphere: The Center as a System
- 2.3.2. Role and Position: The Counselor's Place in a 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 the Selvini Palazzoli Working Group
- 2.3.6. The Magician without Magic (III): Current Case Exemplification
- 2.3.7. The Educational Model of Guidance and the Collaborative Relationship
- 2.3.8. Collaborative Strategies in School Counseling: Joint Problem-Solving
- 2.3.9. From My Standpoint (I): Why Is a Systemic Approach Important in Educational Guidance?
- 2.3.10. From My Standpoint (II): I Like Being a Counselor

2.4. Vocational and Professional Guidance within the Functions of School Guidance
- 2.4.1. Academic and Vocational Fields: A Continuum Throughout Schooling
- 2.4.2. Fundamental Principles in Academic and Career 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 School Report and the Psycho-Pedagogical Assessment Act as 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 Vocational Guidance Curriculum within the Tutoring Role
- 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 in 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. Other Vocational and Professional Guidance Activities in 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.** Vocational and Career 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
- 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
- 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 I
- 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. Countries with a Mixed Model of Guidance Services, both Inside and Outside of Educational Institutions II

3.6. The IAEVG (International Association for Educational and Vocational Guidance) Model
- 3.6.1. The International Association for Educational and Vocational Guidance: Origin, Purpose and Mission
- 3.6.2. International Competencies for Guidance Professionals
- 3.6.3. Core Competencies of Guidance Professionals in the IAEVG model
- 3.6.4. IAEVGIA Specialized Competencies (I): Diagnosis
- 3.6.5. IAEVGIA Specialized Competencies (II): Educational Guidance
- 3.6.6. IAEVGIA Specialized Competencies (III): Career Development
- 3.6.7. IAEVGIA Specialized Competencies (IV): Counseling
- 3.6.8. IAEVGIA Specialized Competencies (V): Information
- 3.6.9. IAEVGIA Specialized Competencies (VI): Consultation
- 3.6.10. IAEVGIA Specialized Competencies (VII): Research
- 3.6.11. IAEVGIA Specialized Competencies (VIII): Program and Service Management
- 3.6.12. IAEVGIA Specialized Competencies (IX): Community Development
- 3.6.13. IAEVGIA Specialized Competencies (X): Employment
- 3.6.14. IAEVGEA Ethical Standards

3.7. The ASCA (American Association for School Counseling) Model in the U.S. School Setting
- 3.7.1. The ASCA National Model
- 3.7.2. ASCA National Model School Counseling Programs
- 3.7.3. Pillars of School Counseling in the ASCA National Model
- 3.7.4. Application of the ASCA National Model for School Counseling
- 3.7.5. School Counseling Management in the ASCA National Model
- 3.7.6. Accountability in the ASCA National Model
- 3.7.7. Some ASCA National Model Templates
- 3.7.8. Recognized ASCA Model Program (RAMP)
- 3.7.9. ASCA Ethical Standards
- 3.7.10. ASCA Empirical Studies on School Counseling Effectiveness

3.8. The Competency Model of the Counselor from Chile
- 3.8.1. Towards a Model of Competencies and Standards for Guidance Counselors in Chile (MINEDUC 2010)
- 3.8.2. Generic Competencies for Counselors (I): Communication
- 3.8.3. Generic Competencies for Counselors (II): Teamwork
- 3.8.4. Generic Competencies for Counselors (III): Ability to Plan and Organize
- 3.8.5. Generic Competencies for Counselors (IV): Innovation and Creativity
- 3.8.6. Generic Competencies for Counselors (V): Commitment to Continuous Learning
- 3.8.7. A Map of ICT Competencies for Counselors in Chile (I): Pedagogical Dimension
- 3.8.8. A Map of ICT Competencies for Counselors in Chile (II): Technical Dimension
- 3.8.9. A Map of ICT Competencies for Counselors in Chile (III): Management Dimension
- 3.8.10. A Map of ICT Competencies for Counselors in Chile (IV): Social, Ethical and Legal Dimension
- 3.8.11. A Map of ICT Competencies for Counselors in Chile (V): Dimension of Professional Development and Responsibility

3.9. The Bertelsmann Foundation's Model for Coordinated Career Guidance
- 3.9.1. Leitfaden Berufsorientierung: Guidelines for Vocational Guidance of the Bertelsmann Foundation
- 3.9.2. Objectives and Principles of Coordinated Vocational Guidance: for Youth Employment
- 3.9.3. Quality Management System for Career Guidance Coordinated from the School Setting
- 3.9.4. Professional Guidance Planning in the School Setting
- 3.9.5. Application for Professional Guidance in the School Environment
- 3.9.6. Main Dimensions of Quality for the Organization of Career Guidance Actions
- 3.9.7. How to Professionally Guide Children
- 3.9.8. The Teacher as an Ally in Professional Guidance
- 3.9.9. For Youth Employment: Present and Future
- 3.9.10. Recognition and Impact of the Bertelsmann Foundation's Coordinated Career Guidance Model

## **Module 4.** Development of Emotional Intelligence and Career Guidance

4.1. Theoretical Basis: Why is Emotional Intelligence Necessary?
- 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. Goal Visualization
- 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. Reinforcement
- 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 Guidance
- 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 of 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 Skills in Career 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 for 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 Language (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 Added Value

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 IWho Are You to Know What You 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. Learning How to Make Decisions
- 6.1.7. Teaching 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 are you?
- 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. BodyKinesthetic Intelligence
- 6.5.9. Interpersonal Intelligence
- 6.5.10. Intrapersonal Intelligence
- 6.5.11. Assessment of Multiple Intelligences
- 6.5.12. Integration in the C.C.P. 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 C.C.P. 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 C.C.P. 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

6.10. 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 You 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. Career Opportunities of the Educational Options
- 7.3.1. Introduction
- 7.3.2. The New Professional Opportunities of the 21st Century
- 7.3.3. Importance of the Socioeconomic Context
- 7.3.4. The Study of Career Opportunities Based on Educational Options
- 7.3.5. New Market Trends in Traditional Careers
- 7.3.6. Employability of Educational Options
- 7.3.7. Employability of Career Opportunities
- 7.3.8. Access to the Different Professional Opportunities
- 7.3.9. Classroom Resources for Researching Career Opportunities
- 7.3.10. Integration in the CCP Model

7.4. The Individual Context. Reality Itself
- 7.4.1. Family Socioeconomic Context
- 7.4.2. Levels of Autonomy
- 7.4.3. Level of Motivation and Effort
- 7.4.4. Capabilities and Skills
- 7.4.5. Level of Vocational Maturity
- 7.4.6. Personality
- 7.4.7. Personal Variables: The Diversity
- 7.4.8. Information Gathering and the Role of the Counselor
- 7.4.9. Integration in the CCP Model

7.5. Research on the Factors that Define the Labor Reality
- 7.5.1. Introduction
- 7.5.2. Study of the Functions and Tasks in a Specific Career Path
- 7.5.3. Remuneration of Professions
- 7.5.4. Promotion and Professional Development
- 7.5.5. Associated Work Climate
- 7.5.6. Lifestyle Associated with the Professions: Schedules, Availability, Mobility
- 7.5.7. Professions and Gender
- 7.5.8. Structured Interview to Gather Information
- 7.5.9. Networked Resources for Research
- 7.5.10. Integration in the CCP Model

7.6. Individual Vocational Selection: Fitting the Puzzle
- 7.6.1. SWOT Methodology for Individual Decision-Making
- 7.6.2. Student Strengths
- 7.6.3. Student Weaknesses
- 7.6.4. Threats of Valued Professions
- 7.6.5. Career Options Opportunities
- 7.6.6. Individual Reflection
- 7.6.7. Assessment of the Degree of Certainty in Vocational Decision-Making
- 7.6.8. Interview with the Student and the Role of the Counselor
- 7.6.9. Integration in the CCP Model

7.7. Family Interview, Model and Advantages
- 7.7.1. Introduction
- 7.7.2. Approaches to Family Interviewing
- 7.7.3. Group Workshops for Parents on Vocational Selection
- 7.7.4. Family Influence on Final Decision-Making
- 7.7.5. Communication of the Interview
- 7.7.6. Structured Interview Format
- 7.7.7. Development of the Family Interview
- 7.7.8. Diversity in Student and/or Family
- 7.7.9. Advantages of the Family Interview
- 7.7.10. Integration in the CCP Model

7.8. An Individual Development Plan: Creating a Career-Focused CV during Academic Training
- 7.8.1. Concept of Individual Development Plan
- 7.8.2. Extracurricular Knowledge
- 7.8.3. Digital and Computer Skills
- 7.8.4. Language
- 7.8.5. Volunteerism
- 7.8.6. Previous Work Experience
- 7.8.7. Generic Competencies for the First Job with a Career Focus
- 7.8.8. Specific Competencies of Professional Areas
- 7.8.9. Emotional Intelligence and Profession
- 7.8.10. Integration in the CCP Model

7.9. Specific Resources for Information Search
- 7.9.1. Introduction
- 7.9.2. Academic Research
- 7.9.3. Universities and Special Education Institutions
- 7.9.4. Study Abroad
- 7.9.5. Labor Market Trends
- 7.9.6. Career Opportunities
- 7.9.7. Employability
- 7.9.8. Remuneration
- 7.9.9. Testimonials and Online Forums
- 7.9.10. Integration in the CCP Model

## **Module 8.** Guidance for Inclusion Career 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 for 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
- 9.3.7. Labor Inclusion of People with Functional Diversity
- 9.3.8. Professional Guidance for Students with Functional Diversity in University

8.4. General Vocational Guidance Protocols for Students with a Range of 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. Professional Guidance Program for Diversity 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 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 Career 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
- 910.2.1. Introduction
- 910.2.2. Roles of ICT in Education
- 910.2.3. General Variables to Consider in the Incorporation of ICT
- 910.2.4. Evolutionary Variables
- 910.2.5. Physiological Variables
- 910.2.6. Cultural Variables
- 910.2.7. Economic Variables
- 910.2.8. The Didactic Model as a Reference
- 910.2.9. Selection Criteria
- 910.2.10. Other Aspects to Consider

9.3. Education and Guidance with Reference to 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 Digital Competence for 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. The Internet Applied to Guidance: Webquest, Wikis y Blogs
- 9.7.1. Webquest
- 9.7.2. Concept, Origin and Characteristics
- 9.7.3. Structure of a Webblog
- 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 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: PLE Guidance

06

# Methodology

This academic program offers students 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 we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

*With TECH the psychologist experiences a way of learning that is shaking the foundations of traditional universities around the world.*

According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the psychologist's professional practice.

*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:**

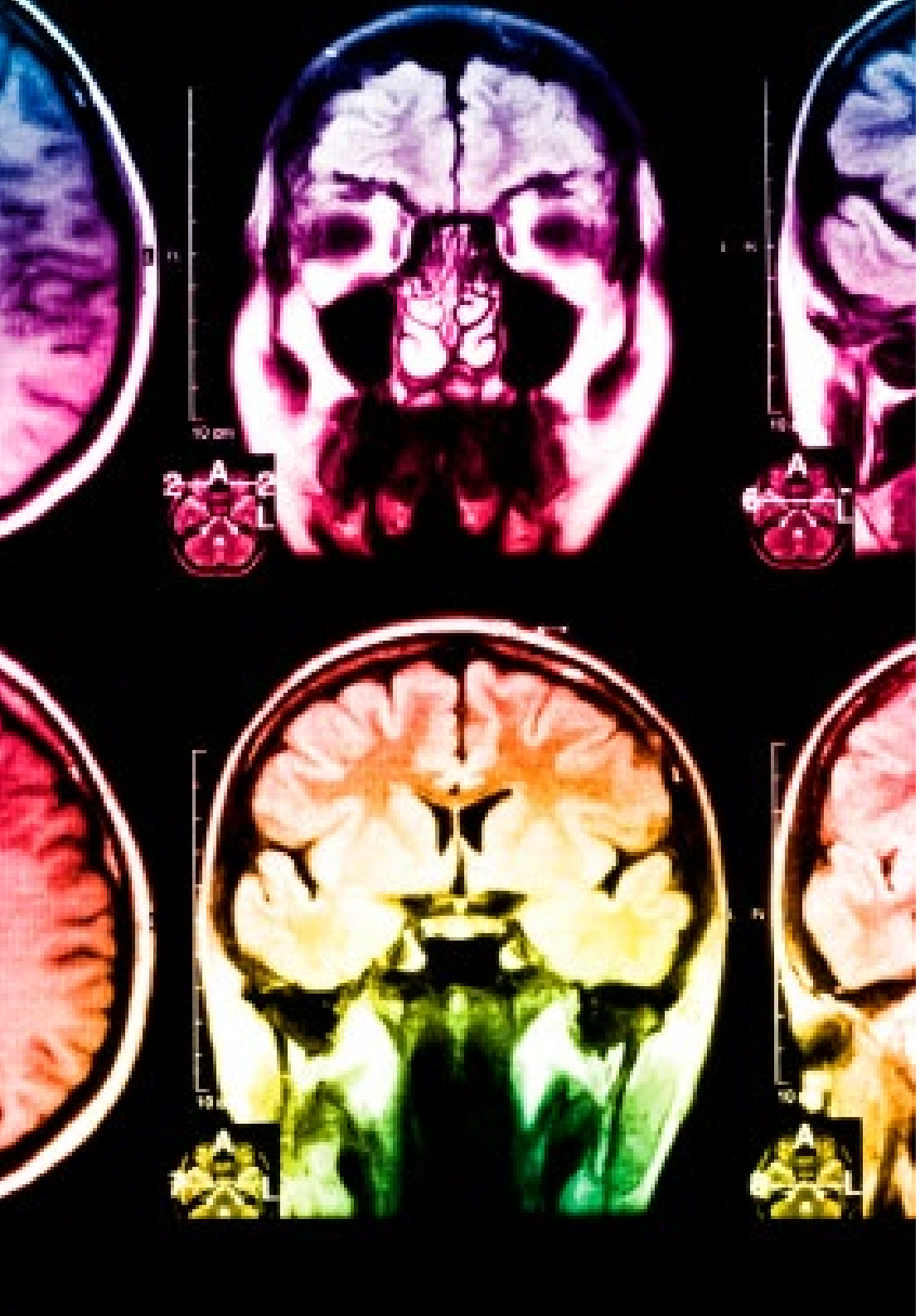
1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
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.

## 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 the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.

*The psychologist 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).

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

*Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for 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 specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

These contents are then applied to the 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.

### Latest Techniques and Procedures on Video

TECH introduces students to the latest techniques, to the latest educational advances, to the forefront of current psychology. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.

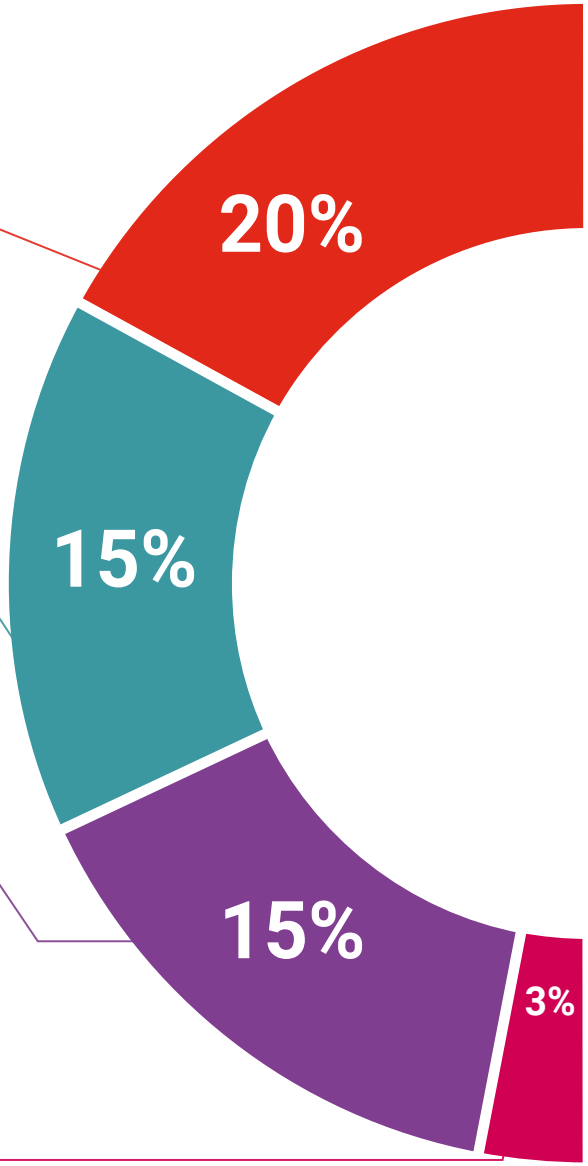
### Interactive Summaries

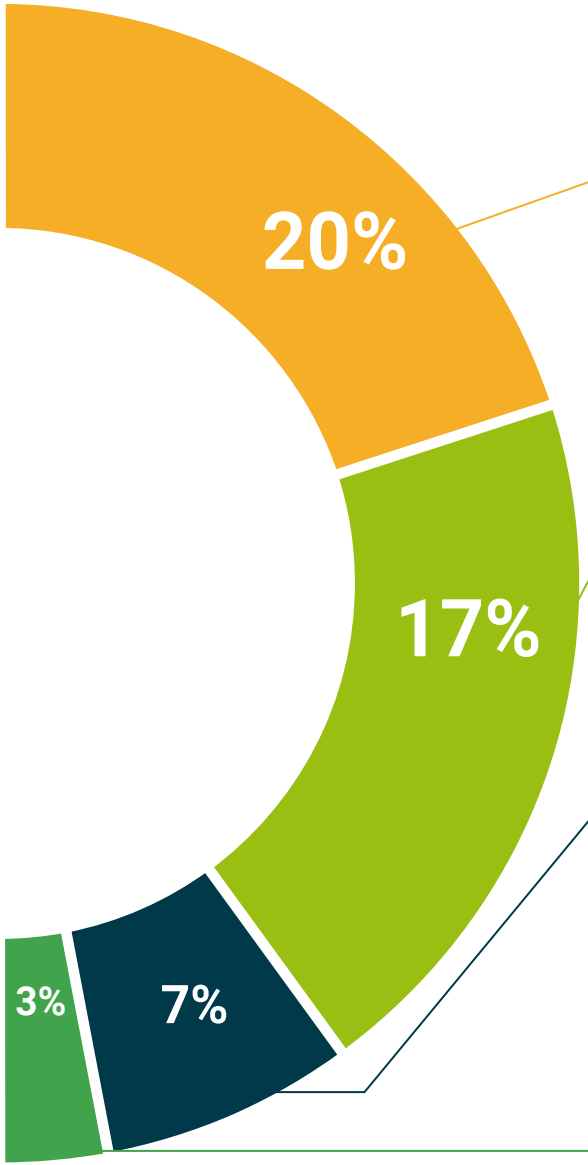
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

*Successfully complete this program and receive your Master's Degree without having to travel or fill out laborious paperwork"*

This private qualification will allow you to obtain a **Master's Degree diploma in 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.

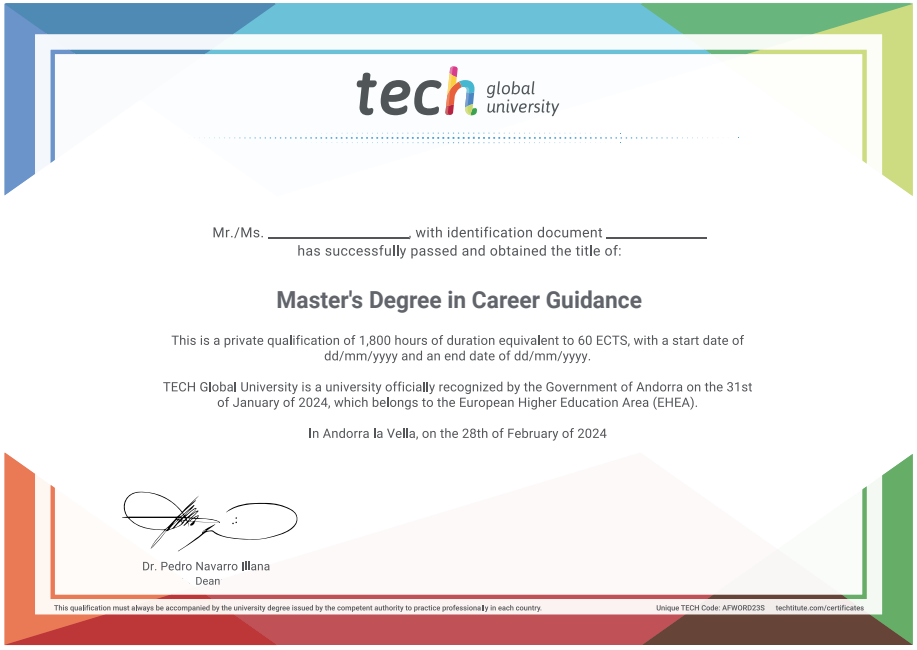
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Master's Degree in Career Guidance**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**


tech global university

Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

**Master's Degree in Career Guidance**

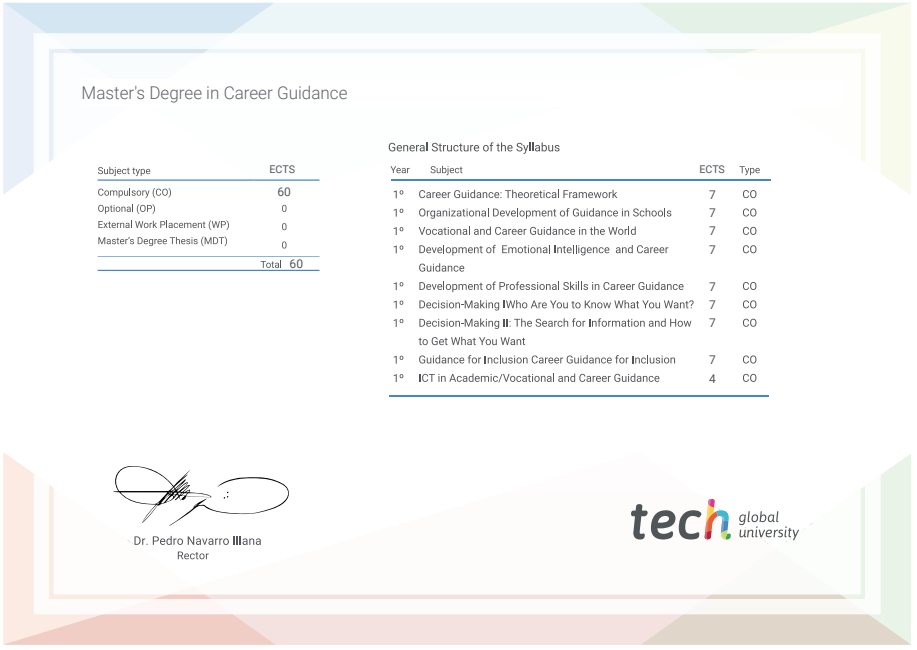
This is a private qualification of 1,800 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates


Master's Degree in Career Guidance

| Subject type | ECTS |
|---|---|
| Compulsory (CO) | 60 |
| Optional (OP) | 0 |
| External Work Placement (WP) | 0 |
| Master's Degree Thesis (MDT) | 0 |
| Total | 60 |

General Structure of the Syllabus

| Year | Subject | ECTS | Type |
|---|---|---|---|
| 1º | Career Guidance: Theoretical Framework | 7 | CO |
| 1º | Organizational Development of Guidance in Schools | 7 | CO |
| 1º | Vocational and Career Guidance in the World | 7 | CO |
| 1º | Development of Emotional Intelligence and Career Guidance | 7 | CO |
| 1º | Development of Professional Skills in Career Guidance | 7 | CO |
| 1º | Decision-Making I:Who Are You to Know What You Want? | 7 | CO |
| 1º | Decision-Making II: The Search for Information and How to Get What You Want | 7 | CO |
| 1º | Guidance for Inclusion Career Guidance for Inclusion | 7 | CO |
| 1º | ICT in Academic/Vocational and Career Guidance | 4 | CO |

Dr. Pedro Navarro Illana
Rector

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*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.

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# Master's Degree
## Career Guidance

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Global University**
- Credits: **60 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

# Master's Degree
# Career Guidance

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