

Academic Year/course: 2022/23

25946 - School Guidance Psychology and Psycho-educational Intervention

Syllabus Information

Academic Year: 2022/23

Subject: 25946 - School Guidance Psychology and Psycho-educational Intervention

Faculty / School: 301 - Facultad de Ciencias Sociales y Humanas

Degree: 270 - Degree in Psychology

ECTS: 6.0

Year:

Semester: First Four-month period

Subject Type: Optional

Module:

1. General information

1.1. Aims of the course

The subject and its expected results respond to the following approaches and objectives:

- To examine the different models and approaches that define educational orientation.
- To examine models of orientation from an educational and curricular perspective and analyze the different elements that characterize it.
- To offer useful instruments and tools for counseling and psychopedagogical intervention with members of the educational community (students, teachers and parents).
- To understand the school institution & educational system.
- To Discover orientation as an integrating element of the educational system.

1.2. Context and importance of this course in the degree

Optional subject

Evolutionary Psychology and Education itinerary.

1.3. Recommendations to take this course

None

2. Learning goals

2.1. Competences

- (1) Know the different theoretical models of Psychology and be able to critically assess their contributions and limitations.
- (3) Know the processes and main stages of psychological development throughout individual lives.
- (7) Know different methods of evaluation, diagnosis and psychological treatments in different areas applied to Psychology.
- (26) Know how to analyze the needs and demands of the recipients of a specific function according to the context.
- (27) Acquire the necessary skills to analyze situations, define problems, design elementary investigations, execute them, statistically analyze the data and write a report correctly.
- (28) Be able to establish the goals of psychological action in different contexts, proposing and negotiating the goals with the recipients and those affected.

2.2. Learning goals

The student, to pass this subject, must demonstrate the following results ...

- To know the different models and approaches that define educational orientation.
- To know models of orientation from an educational and curricular perspective and analyze the different elements that characterize it.
- To know instruments and tools for counseling and psychopedagogical intervention with members of the educational

community (students, teachers and parents).
-To understand the school institution & educational system.
-To discover orientation as an integrating element of the educational system.

2.3. Importance of learning goals

To know educational/scholar orientation issues.

3. Assessment (1st and 2nd call)

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

Exam: 70%. Required to pass de course: minimum of 3.5.

Project subject: 15%. Required to pass de course: presentation (oral & writing)

Colaboration in practical activities: 15%

In case of health sanitary alarm, teaching and evaluation of the subject would be telematic.

See. assesment criteria from University of Zaragoza, for additional information.

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The methodology followed in this course is oriented towards achievement of the learning objectives. A wide range of teaching and learning tasks are implemented, such as theory sessions, librarysessions, assignments, and tutorials.

4.2. Learning tasks

Name of the activity: Theory (4 ECTS)

Learning methodology:

- Lectures
- Bibliographical search
- Readings
- Assessment

Name of the activity: Practice (2 ECTS)

Learning methodology:

- Individual work
- Group work
- Detection and analysis of concrete scholar situations
- Activities to develop the competences
- Assessment

4.3. Syllabus

TOPIC 1. CONCEPT AND DEVELOPMENT OF SCHOLAR ORIENTATION

TOPIC 2. PRINCIPLES, OBJECTIVES AND FUNCTIONS OF SCHOLAR ORIENTATION

TOPIC 3. THEORETICAL MODELS

TOPIC 4. MAIN MODELS

TOPIC 5. INSTITUTIONAL MODELS

TOPIC 6. PSYCHO-PEDAGOGICAL INTERVENTION AREAS

TOPIC 7. ASPECTS PROFESSIONALS OF SCHOLAR ORIENTATION

4.4. Course planning and calendar

Further information concerning the timetable, classroom, office hours, assessment dates and other details regarding this course will be provided on the first day of class or please refer to the Facultad de Ciencias Sociales y Humanas website (<https://fcsch.unizar.es/psicologia/psicologia>).

4.5. Bibliography and recommended resources

Vélaz de Medrano Ureta, C (2012). Orientación e intervención psicopedagógica : concepto, modelos, programas y evaluación. Ediciones Aljibe: Málaga

La convivencia en los centros educativos. Módulo 1. La convivencia entre iguales/ Teresa Grasa Sancho ... [et al.][Zaragoza] : Gobierno de Aragón, Departamento de Educación, Cultura y Deporte, D.L. 2006

La convivencia en los centros educativos. Módulo 2. la convivencia en la interculturalidad/ Elena Giner Monge ... [et al.] [Zaragoza] : Gobierno de Aragón, Departamento de Educación, Cultura y Deporte, D.L. 2006

La convivencia en los centros educativos. Módulo 3. La convivencia en las relaciones de género/ Elena Giner Monge ... [et al.] [Zaragoza] : Gobierno de Aragón, Departamento de Educación, Cultura y Deporte, D.L. 2007

Convivencia en los centros educativos. Módulo 4, Convivencia profesores y alumnos / Carlos Gómez Bahillo (coord.) ; Alexia Sanz Hernández ... [et al.]. [Zaragoza] : Gobierno de Aragón, Departamento de Educación, Cultura y Deporte, D. L. 2007