

25946 - School Guidance Psychology and Psycho-educational Intervention

Información del Plan Docente

Academic Year	2018/19
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	Four-month period
Subject Type	Optional

Module

1.General information

1.1.Aims of the course

1.2.Context and importance of this course in the degree

1.3.Recommendations to take this course

2.Learning goals

2.1.Competences

2.2.Learning goals

2.3.Importance of learning goals

3.Assessment (1st and 2nd call)

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

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:

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- 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

The course will address the following topics:

Brief syllabus:

- Definition and theoretical perspectives of learning difficulties.
- Diagnosis and intervention models.

Extensive syllabus:

SECTION I. SCHOLAR ORIENTATION: CONCEPTUAL FRAMEWORK

TOPIC 1. CONCEPT AND DEVELOPMENT OF SCHOLAR ORIENTATION

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1. Concept of orientation
- 2 Origins and historical development
 - 2.1. Historical evolution of scholar orientation in United States
 - 2.2 Historical evolution of scholar orientation in Spain
 - 2.3 Historical evolution of scholar orientation in the European Community

TOPIC 2. PRINCIPLES, OBJECTIVES AND FUNCTIONS OF SCHOLAR ORIENTATION

1. Principles
 - 1.1 Anthropological principle
 - 1.2 Principle of prevention
 - 1.3 Principle of development
 - 1.4 Principle of social intervention
- 2 Objectives
3. Functions

SECTION II. INTERVENTION: FRAMEWORK FOR ACTION.

TOPIC 3. MODELS OR THEORETICAL APPROACHES OF SCHOLAR ORIENTATION

- 1 Counseling theories
 - 1.1 Traits and factors approach
 - 1.2 Behaviorism

1.3. Social learning

1.4 Cognitivism

1.5 Psychoanalysis

1.6 Humanism

1.7 Existentialism

1.8 Integrative theories

2 Theories of human development

2.1 Erikson

2.2 Levinson

2.3 Piaget

2.4 Kohlberg

2.5 Loevinger

2.6 Selman

3. Current educational theories. Emerging approaches

3.1 Technological approaches

3.1.1. Systemic theories

3.1.2 Functionalist theories

3.2 Constructivist theories

3.3. Communication theories: interactionist approach

3.3.1 Dialogic learning

3.3.2. Cooperative learning

3.4. The accelerated schools approach

3.5. The approach of inclusive schools

TOPIC 4. BASIC MODELS OF INTERVENTION

1. The clinical model or counseling model

1.1 Phases of the clinical model

1.2. The interview in the help relationship

1.3 The interviewer skills

1.4 Guidelines to follow in the interview

2. The program models

2.1 Phases of program models

2.2 Areas, purposes, and contents

2.3. Implementation of the programmes

3. The consultation model

3.1 Phases of the consultation model

3.2. The collaborative consultation

TOPIC 5. INSTITUTIONAL ORGANISATIONAL MODELS

1. The tutorial action

1.1. Legislative treatment

- 1.2 Functions of the tutorial action
- 1.3 The tutorial action plan
- 2. The scholar orientation department
 - 2.1 Legislative treatment
 - 2.2 Characteristics of the orientation department
 - 2.3 Functions of the orientation department
- 3. The educational and psycho-pedagogical orientation team
 - 3.1 Legislative treatment
 - 3.2 Characteristics of educational orientation teams
 - 3.3 Functions of educational orientation teams

TOPIC 6. PSYCHO-PEDAGOGICAL INTERVENTION AREAS

- 1. Area: orientation for academic development
 - 1.1 Counseling on cognitive strategies
 - 1.1.1 Training programs in metacognitive and cognitive strategies
 - 1.2 Counseling on learning difficulties
 - 1.2.1 Reading disorders
 - 1.2.2 Writing disorders
 - 1.2.3. Calculation disorders
- 2. Area: Orientation for personal development
 - 2.1 Life skills

2.1.1. Social skills

3. Area: Orientation for professional development

3.1 Definition

3.2 Foundation

3.3 Characteristics of vocational guidance

3.4 Functions and objectives of vocational guidance

3.5 Vocational guidance programmes

4. Area: Attention to diversity

4.1. General measures

4.2. Specific measures

SECTION III. THE PROFESSIONALIZATION

TOPIC 7. ASPECTS PROFESSIONALS OF SCHOLAR ORIENTATION

1. The training of psychopedagogy professionals

1.1. Basic training

1.2 Continuing training

2. The intervention: professional characterization

2.1 Professional characteristics

2.2. Professional skills

3. The psychopedagogical evaluation

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3.1 Functions of the psychopedagogical evaluation

3.2 Phases of the psychopedagogical evaluation

3.3 Practical proposal: script psychopedagogical evaluation

3.4. Standardized tests

4. The research

4.1 Educational research: paradigms and types of research

4.2. Research - action

5. Deontological ethics

4.4.Course planning and calendar

4.5.Bibliography and recommended resources