

SUBJECT TEACHING GUIDE

M1198 - Career Guidance and Volitional Training as a Means of Social Inclusion/Work Insertion Master's Degree in Research and Innovation in Educational Contexts

Academic year 2019-2020

1. IDENTIFYING DATA			
Degree	Master's Degree in Research and Innovation in Educational Contexts	Type and Year	Optional. Year 1
Faculty	School of Teacher Training		
Discipline	Training Module		
Course unit title and code	M1198 - Career Guidance and Volitional Training as a Means of Social Inclusion/Work Insertion		
Number of ECTS credits allocated	3	Term	Semester based (1)
Web			
Language of instruction	Spanish	English Friendly	No
		Mode of delivery	Face-to-face

Department	DPTO. EDUCACION
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3.1 LEARNING OUTCOMES
- Successfully master all the terminology related to the national qualifications system and apply it in the elaboration and argumentation of different consulting activities that arise in the classroom.
- Know the theoretical models and legal provisions that are related to professional development and transition states along life.
- Design, develop and evaluate programs career guidance facilitating socio-labor inclusion of different groups.
- Properly handle different strategies and tools to promote learning throughout life in different groups.
- Know how to advise people with and without capacity, enhancing innate abilities of each person and compensating its limitations with the development of those that contribute to success in the process of search or improvement of employment.
- Develop and provide guidance on the techniques, skills and strategies that favor a more effective professional activity.

4. OBJECTIVES

Know the characteristics and possibilities of career guidance and vocational training; and their implications for learning throughout life.

Design training and appropriate career paths and advise each person during the process aimed at achieving a better quality of personal and professional life.

Develop a reflective and critical attitude to help them succeed in the professional world and start their own research in this area.

6. COURSE ORGANIZATION

CONTENTS

1	The orientation and vocational training: concepts, principles and foundations.
2	The school counselor: profile, roles, responsibilities.
3	Social and professional integration of people with disabilities.

7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
The students will perform coursework, consisting of several short essays.	Work	No	Yes	20,00
Final evaluation through a project of intervention.	Work	Yes	Yes	80,00
TOTAL				100,00

Observations

The Board of the Faculty of Education has approved the following agreements related to orthography, plagiarism and citation rules:

ORTHOGRAPHY

We understand that all the university students have developed language skills in relation to oral and written expression . It is therefore an essential duty to respect and maintain the adequate use of the orthographic rules, including accents and punctuation, as well as the grammatical and lexical adequacy, in all the works and tests as an essential condition to pass the subject.

PLAGIARISM

In case of fraudulent conduct (plagiarism) of the evaluation tests, the qualification will be adjusted with the provisions of Article 54.1 of the Rules of Evaluation Processes at the University of Cantabria: 'The fraudulent procedures in any test or in any evaluation activities will deserve an automatic qualification of '0' in the subject'.

CITATION RULES

APA citation rules as a criterion for all academic work are assumed . Although these rules have different editions, as an initial

reference we suggest to use the following citation link of the BUC:

<https://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28>

Observations for part-time students

The evaluation procedure for part-time student who wants to submit to a single assessment process will consist of carry out a work determined by the teacher.

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

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EchevarríaB. (Coord.) (2008). Orientación Profesional. Barcelona: Editorial UOC.

Sánchez, M. F. (2004). Orientación laboral para la diversidad y el cambio. Madrid: Sanz y Torres.

Aznar, M. (2001). "Formación y empleo para las personas con discapacidad". Siglo Cero. Vol. 32(5). pp. 5-13

Jordán de Urríes, F. B., y Verdugo, M. A. (2003). El Empleo con apoyo en España. Análisis de variables que determinan la obtención y mejora de resultados en el desarrollo de servicios. Madrid: Real Patronato sobre Discapacidad.

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Villa, N. (2007). La inclusión progresiva de las personas con discapacidad intelectual en el mundo laboral (1902-2006). Madrid : Ministerio de Trabajo y Asuntos Sociales.

Cotrina, M.(Coord.) (2010). Inclusión, discapacidad y empleo : algunas claves a través de siete historias de vida : caso Ecuador. Madrid : Cinca.

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Donoso, T. y Figuera, M.P. (2007). Niveles de diagnóstico en los procesos de inserción y orientación profesional. Revista Electrónica Psicoeducativa, 11, vol. 5 (1), 103-124.

Jordán de Urríes, F.B. y Verdugo M.A. (2013). Transición a la vida adulta. En M.A. Verdugo y R. L. Schalock (coords.), Discapacidad e Inclusión. Manual para la Docencia (pp. 359--378). Salamanca: Amarú.

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Mercado, E., Aizpurúa, E. y García, L. (2013). Avanzando hacia la igualdad de oportunidades en la inclusión socio-laboral de las personas con discapacidad. Cuadernos de Trabajo Social, 26, 95-104.

Pallisera, M. (2011). La inclusión laboral y social de los jóvenes con discapacidad intelectual. El papel de la escuela. Revista interniversitaria de formación del profesorado, 70, 185-200.

Van Loon, J. (2006). Autodeterminación para todos. La autodeterminación en Arduin, Siglo Cero, 37 (4), 35-46.

García-Ruiz, R., Sánchez, A. y Rodríguez, A. (2013). Las competencias socio-personales en la integración socio-laboral de los jóvenes que cursan Programas de Cualificación Profesional Inicial. REOP. Revista Española de Orientación y Psicopedagogía, 42 (2), 58-78.

Riaño, A., Rodríguez, A., García-Ruiz, R. y Álvarez, E. (2014). La transición a la vida activa de las personas con discapacidad: expectativas familiares y grado de ajuste al trabajo. Revista Brasileña Educación y Especial, 20 (2), 283-302.