

**COURSE DATA****DATA SUBJECT**

Code: 46926
Name: Family and Socio-Labour Guidance
Cycle: Master's Degree
ECTS Credits: 4.5
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
2276 - Master's Degree in Special Education	Facultat de Filosofia i Ciències de l'Educació	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2276 - Master's Degree in Special Education	Orientación e Intervención en Dificultades de Aprendizaje y Comportamiento	COMPULSORY

COORDINATION

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SUMMARY

The course Family and Socio-Occupational Guidance aims to provide students with specialised training in the foundations, principles, models and intervention strategies designed to promote the well-being, inclusion, participation and quality of life of individuals with specific educational support needs and their families.

From an inclusive education perspective grounded in scientific evidence, the course addresses the role of educational guidance in family counselling, the promotion of positive parenting, collaboration between families and educational institutions, the transition to adult life, the promotion of personal autonomy, and the socio-occupational inclusion of individuals with disabilities.

The course integrates scientific, regulatory and professional knowledge related to family and socio-occupational guidance, fostering the development of competencies required for the design, implementation and evaluation of intervention programmes tailored to the needs of individuals, families and diverse educational and social contexts.

Its approach combines a solid theoretical foundation with a highly practical methodology based on case analysis, the design of intervention programmes, the resolution of professional problems, cooperative



learning and the critical analysis of scientific evidence.

In addition, the course incorporates, as cross-cutting principles, the gender perspective, the promotion of equal opportunities, universal accessibility, design for all, the prevention of all forms of discrimination and violence, as well as the promotion of the rights and sexual freedom of persons with disabilities, in accordance with current legislation.

Ultimately, the course aims to prepare future professionals to design, implement and evaluate guidance interventions that promote the educational, social and labour inclusion of individuals with specific educational support needs from an ethical, interdisciplinary and inclusive perspective.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

Students are expected to have basic knowledge of inclusive education, educational guidance, support for individuals with specific educational support needs, and the functioning of the educational system.

In addition, prior knowledge of developmental processes, family dynamics, educational intervention, educational research, and the general principles of psychoeducational assessment and intervention acquired during previous university studies is considered desirable.

Students are also expected to demonstrate a positive attitude towards autonomous learning, cooperative work, critical reflection, ethical commitment, and the promotion of the principles of inclusion, equity, equal opportunities, universal accessibility, and respect for diversity.

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COMPETENCES / LEARNING OUTCOMES

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Analyse the advantages and disadvantages of the programmes offered by the educational administration.

Be able to apply current regulations regarding attention to specific educational support needs and in the social context in different situations.

Be able to assess the consequences of different types of difficulties in self-regulation and learning in the social, personal and academic domains.

Collaborate effectively in work teams, assuming responsibilities and leadership roles and contributing to collective improvement and development.

Demonstrate critical and self-critical reasoning in the field of special education, considering aspects such



as professional ethics, moral values and the social implications of the different activities carried out.

Design, plan and evaluate ordinary and specific care measures according to the different specific educational support needs, as well as in social and work contexts.

Design and implement family and socio-occupational orientation and intervention programmes in the field of inclusive education and disability care.

Have an active commitment to non-discrimination, equal opportunities and equity.

Have the learning skills that allow students to continue to study in a manner that may be largely self-directed or autonomous.

Know and understand the impact of specific educational support needs on family relationships.

Know how to communicate effectively, both orally and in writing, adapting to the characteristics of the situation and the audience.

Know the ethical principles of professional action in the field of specific educational support needs.

Know the fundamentals, principles, values and attitudes underlying the right to education of students with specific educational support needs.

Know the fundamentals, principles and functions of family and socio-occupational guidance integrated within the framework of inclusive education.

Know the manifestations of the different types of difficulties in self-regulation and learning in the social, personal and academic domains.

Search for, manage and analyse scientific-professional information, technical reports, research and/or evaluation reports on educational actions, processes and results.

DESCRIPTION OF CONTENTS

TOPIC 1. FAMILY GUIDANCE: CONCEPT, PRINCIPLES AND FUNCTIONS

1.1. Historical development of family guidance.

1.2. Concept, principles and foundations of family guidance.

1.3. Family diversity and specific educational support needs.

1.4. Models of family guidance from the perspective of inclusive education.

1.5. Roles of the family guidance counsellor and areas of intervention.



TOPIC 2. THE FAMILY GUIDANCE COUNSELLOR AS AN AGENT OF INCLUSION, EQUALITY AND THE PROTECTION OF RIGHTS

- 2.1. Professional competency profile of the guidance counsellor.
- 2.2. Ethical and deontological principles of educational guidance.
- 2.3. Equal opportunities, gender perspective and inclusive education.
- 2.4. Promotion of sexual freedom and prevention of sexual violence against persons with disabilities in accordance with Organic Law 10/2022.
- 2.5. Interdisciplinary teamwork and coordination with families, educational institutions and community services.

TOPIC 3. FAMILY ASSESSMENT AND COUNSELLING

- 3.1. Assessment of family needs.
- 3.2. The family interview.
- 3.3. Family assessment techniques and instruments.
- 3.4. Preparation and interpretation of reports.
- 3.5. Design of family counselling and intervention plans.

TOPIC 4. POSITIVE PARENTING AND FAMILY INTERVENTION PROGRAMMES

- 4.1. Family educational styles.
- 4.2. Parenting competencies.
- 4.3. Family communication and conflict resolution.
- 4.4. Family mediation.
- 4.5. Positive parenting programmes.
- 4.6. Family education programmes.

**TOPIC 5. FAMILY GUIDANCE IN EDUCATIONAL SETTINGS**

- 5.1. Families and specific educational support needs.
- 5.2. Family counselling within educational guidance.
- 5.3. Collaboration between families and schools.
- 5.4. Family participation in educational processes.
- 5.5. Regulatory framework for family guidance and inclusive education.

TOPIC 6. SOCIO-OCCUPATIONAL GUIDANCE AND THE TRANSITION TO ADULT LIFE

- 6.1. Career guidance and socio-occupational inclusion.
- 6.2. Employability resources, programmes and services.
- 6.3. Transition from school to adult life.
- 6.4. Vocational training and supported employment.
- 6.5. Quality of life, self-determination and independent living.
- 6.6. Design of socio-occupational guidance programmes.
- 6.7. Prevention of sexual harassment and gender-based harassment during the transition to adult and working life.

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WORKLOAD**PRESENCIAL ACTIVITIES**

Activity	Hours
Theoretical and practical classes	45,00
Total hours	45,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	1,50



Individual or group project	10,00
Independent study and work	25,00
Preparation of lessons	20,00
Preparation for assessment activities	11,00
Resolution of case studies	10,00
Total hours	77,50

TEACHING METHODOLOGY

The teaching methodology of the course is based on an active, participatory and student-centred approach aimed at the integrated development of the competencies, knowledge and skills established in the Master's Verified Curriculum.

Face-to-face sessions will combine the presentation and discussion of theoretical foundations with active learning methodologies that promote meaningful learning, critical reflection and the transfer of knowledge to professional contexts related to family and socio-occupational guidance.

To achieve these objectives, the following teaching strategies, among others, will be employed:

- Participatory lectures on the fundamental course contents delivered by the teaching staff.
- Analysis and discussion of case studies based on real situations in family and socio-occupational guidance.
- Problem-Based Learning (PBL) to address complex professional situations.
- Cooperative learning through small-group activities and projects.
- Design and analysis of family and socio-occupational guidance programmes based on scientific evidence.
- Critical reading and discussion of scientific articles, technical reports and regulatory documents.
- Debates and reflective activities aimed at developing critical thinking, evidence-based decision-making and scientific argumentation.
- Individual and group tutorials to monitor and guide the learning process.

Students will also undertake independent learning activities focused on searching for, selecting and analysing scientific literature, preparing course activities, producing academic assignments and studying the course contents.

Throughout the course, special emphasis will be placed on fostering ethical commitment, equal opportunities for women and men, the gender perspective, universal accessibility, respect for diversity, educational and social inclusion, the prevention of all forms of discrimination and violence, as well as the promotion of the rights and sexual freedom of persons with disabilities, in accordance with current legislation.

The course will also encourage the critical, ethical and responsible use of digital resources and artificial intelligence tools to support learning, scientific information retrieval and the design of intervention proposals, while fully respecting the principles of academic integrity and the regulations of the University of Valencia.



All learning activities are designed to facilitate the acquisition of the competencies (COMP), knowledge (CON) and skills (HAB) established for this course in the Master's Verified Curriculum.

EVALUATION

The purpose of assessment is to evaluate the degree to which students have acquired the competencies (COMP), knowledge (CON) and skills (HAB) established for the course through a process of continuous assessment, in accordance with the Master's Verified Curriculum.

Assessment will be conducted in accordance with the principles of objectivity, transparency, equity and inclusion, ensuring equal opportunities for all students and, where appropriate, the implementation of the reasonable accommodations established under the regulations of the University of Valencia.

The following assessment instruments will be used:

a) Face-to-face written examination (50%)

The assessment will consist of an **on-site multiple-choice test** comprising questions with **three response options**, of which **only one is correct**.

The questions are designed to assess both students' acquisition of knowledge and their ability to apply it to the analysis, interpretation and resolution of situations related to family and socio-occupational guidance.

The final score will be calculated using a penalty system, whereby **every three incorrect answers will deduct the value of one correct answer**. Unanswered questions will not be penalised.

Students must obtain **at least 50% of the maximum possible score** in order to pass this component.

This assessment may be retaken during the second examination period.

b) Activities carried out during face-to-face sessions (30%)

These activities include case study analysis, problem-solving tasks, practical application activities, debates, critical reviews of scientific literature and other tasks completed during face-to-face classes.

All activities will be designed and recorded as part of the student's **e-Portfolio** in the Virtual Classroom.

Students must complete **at least 80% of the scheduled activities**.

c) Cooperative and/or individual assignment (20%). Family School Project



Students will design, justify and present a proposal for family and/or socio-occupational guidance and intervention based on scientific evidence and aimed at addressing real needs in inclusive educational contexts.

General assessment criteria

The following aspects will be particularly considered in all assessment activities:

Scientific rigour and evidence-based foundation.

Analytical and synthesis skills.

Practical application of knowledge.

Critical thinking.

Creativity in problem-solving.

Integration of inclusive approaches, equal opportunities, the gender perspective and the ethical principles governing professional practice.

Quality of oral and written communication.

The different assessment instruments are designed to provide an integrated evaluation of the competencies (COMP), knowledge (CON) and skills (HAB) established for the course, ensuring coherence between the intended learning outcomes, the learning activities and the assessment system.

Second examination period

Students who do not successfully complete one or more assessment components during the first examination period will retain the marks obtained in the components already passed for the second examination period, in accordance with the regulations of the University of Valencia.

Academic integrity

Academic misconduct, including fraudulent behaviour during assessment and plagiarism in assessed work, will be dealt with in accordance with the **Assessment and Grading Regulations of the University of Valencia (ACGUV 108/2017)** and the **Protocol for Action in Cases of Academic Fraud (ACGUV 123/2020)**.

The use of technologies, including artificial intelligence tools, that has not been expressly authorised in advance by the teaching staff for the preparation of assessment tasks will result in



such work not being considered the student's own and will be addressed in accordance with the applicable regulations and the **Code of Coexistence and Good Practices of the University of Valencia (ACGUV 300/2023, DOGV No. 9747, 18 December 2023)**.

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