

**COURSE DATA****Data Subject**

<b>Code</b>	33585
<b>Name</b>	Training, guidance and mediation in the labour market
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	4.5
<b>Academic year</b>	2022 - 2023

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. Period</b>
1309 - Degree in Labour Relations and Human Resources	Faculty of Social Sciences	4 First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1309 - Degree in Labour Relations and Human Resources	26 - Training, guidance and mediation in the labour market	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
CABALLER HERNANDEZ, AMPARO	306 - Social Psychology

**SUMMARY****English version is not available**

La asignatura “Formación, Orientación i Intermediación en el Mercado Laboral” se realiza en el 4º Curso de la titulación de Grado en Relaciones laborales y Recursos Humanos; es de carácter optativo y está vinculada al itinerario de Intervención en el Mercado de Trabajo y Políticas Sociolaborales , posee una duración de 4,5 créditos ECTS.

Con el desarrollo de esta asignatura se adquieren conocimientos que permiten intervenir en el mercado de trabajo, mejorando la empleabilidad de los usuarios.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

Es recomendable que haya cursado la asignatura Psicología del Trabajo.

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 1309 - Degree in Labour Relations and Human Resources

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Be able to learn independently and develop initiative and entrepreneurship.
- Be able to organise and plan.
- Be able to manage information and to write and formalise reports and documents.
- Be able to analyse, synthesise and reason critically.
- Be able to solve problems, apply knowledge to practice and develop motivation for quality.
- Be able to communicate orally and in writing.
- Be able to use new information and communication technologies.
- Be able to work in a team.
- Respect and promote the principles of fundamental rights, gender equality, equal opportunities and non-discrimination, democratic values and sustainability.
- Know and apply the principles of the professional code of ethics.

**LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)****English version is not available****WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	45,00	100
Attendance at events and external activities	2,00	0
Development of group work	15,00	0
Development of individual work	10,00	0
Study and independent work	15,00	0
Preparation of evaluation activities	9,50	0
Preparing lectures	7,00	0
Preparation of practical classes and problem	9,00	0
<b>TOTAL</b>	<b>112,50</b>	

**TEACHING METHODOLOGY****English version is not available****EVALUATION****English version is not available****REFERENCES****Basic**

- Caballo (ed.) Manual de evaluación y entrenamiento en habilidades sociales. Madrid: Siglo XXI.
- Rodríguez Moreno M. L. (2003): Como orientar hacia la contruccion del proyecto profesional. Desclée.
- Ripoll, P., Rodríguez, I. y Peiró, J.M. (1996), Desempleo, en J.M Peiró y F. Prieto (eds.) Tratado de Psicología del Trabajo, Vol. 2: Aspectos psicosociales del trabajo (pp. 225-247). Madrid: Síntesis.



### Additional

- Gracia, Martín, Rodríguez y Peiró: (2001) Cambios en los componentes del significado del trabajo durante los primeros años de empleo: Un análisis longitudinal. Anales de psicología. 2001, vol. 17, nº 2 (diciembre), 201-217.
- Peiro, J.M. y Prieto, F: (1996): Tratado de psicología del Trabajo. Síntesis Psicología. Madrid.
- Martínez, A. y Zurriaga, R. (1998). Gestión de competencias. Información. Psicológica, 68, 30-35..
- Pérez de Villar Ruiz, M.J. y Torres medina, C. (1999): Dinámica de grupos en formación de formadores: casos Prácticos. Textos Universitarios. Herder.
- Van-der Hofstadt Román, C.J. (2005) El libro e las habilidades de comunicación. Díaz de Santos.
- Le Boterf, G. (1991) Ingeniería y Evaluación de los planes de formación. AEDIPE. Deusto.
- Ovejero Bernal, A (2006): Psicología del trabajo en un mundo globalizado: como hacer frente al mobbing y al estrés laboral. Biblioteca nueva.