

**Course Outline**

**COURSE:** AH 793                      **DIVISION:** 90                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Spring 2015                      **CURRICULUM APPROVAL DATE:** 11/24/2014

**SHORT TITLE:** PERSONAL/CAREER DEVEL

**LONG TITLE:** Personal and Career Development

Units	Number of Weeks		Contact Hours/Week		Total Contact Hours
0	18	Lecture:	0	Lecture:	0
		Lab:	1 TO 32	Lab:	18 TO 576
		Other:	0	Other:	0
		Total:	1 TO 32	Total:	18 TO 576

**COURSE DESCRIPTION:**

A wide variety of lectures on general themes offered to students throughout the academic year who want short-formatted content to augment their personal, academic and career development. General themes to be explored are: Communication, Interpersonal Skills, Pre- employment, Decision-Making, Financial Literacy, Career and Personal Development and Self-Management with Nutrition. This noncredit course is a combination of lecture, self-assessments, group activities and individual modules.

**PREREQUISITES:**

**COREQUISITES:**

**CREDIT STATUS:** N - Non Credit

**GRADING MODES**

N - Non Credit

**REPEATABILITY:** R - Course may be repeated

Maximum of 99 times, 100 credit hours

**SCHEDULE TYPES:**

04 - Laboratory/Studio/Activity

046 - Laboratory - LEH 0.6

05 - Hybrid

73 - Dist. Ed Internet Delayed LAB

736 - Dist. Ed Internet LAB-LEH 0.6

## **STUDENT LEARNING OUTCOMES:**

1. Students will complete one personal self assessment to identify interpersonal skills or traits that they possess.

ILO: 2, 6,7

Measure: Self Assessment Analysis

2. Students will identify the key factors in good communication and its importance in building healthy and successful relationships.

ILO: 1, 2, 6

Measure: Class discussion, role-play and worksheets

3. Students will describe and list the steps in a successful job search.

4. Students will compose a resume, cover letter, and one letter of reference.

ILO: 2, 6, 7

Measure: Class discussion, resume, cover letter and letter of reference

5. Students will practice filling out three job applications and then analyze their responses.

ILO: 7, 2, 6

Measure: Completed applications

6. Students can define, recognize and distinguish between appropriate vocabulary in social and workplace settings.

ILO: 2, 4, 7, 1

Measure: Worksheets and class assignments

7. Students will role-play the interview process and determine what are acceptable verbal responses.

ILO: 4, 7, 1

Measure: Role-play and critiques

8. Students will identify and list the four steps in a decision-making model.

ILO: 1, 2, 7

Measure: Role-play, class discussion, worksheets

9. Students can recognize the influence of values on needs, wants, goals and attitudes.

ILO: 1, 2, 7

Measure: Worksheets, classroom discussion

10. Students will complete the Job Chart Inventory and identify one of the twelve major careers interest areas that they have.

ILO: 3, 2, 6

Measure: Completion of the inventory

11. Recognize common nutrition vocabulary used in food preparation, nutrition charts and individual diet.

Measure: Written assignments, class discussion and homework

ILO: 1, 2

12. Students will be able to demonstrate critical thinking skills in problem solving across the disciplines and in daily life.

Measure: written assignments, inventories, homework

ILO: 1,2,7

## **CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Curriculum Approval Date: 11/24/2014

1-7 Hours

Introduction and Overview to the presentation on Communication

The following content on Communication will be presented:

1) What is communication?

2) Early forms of communication

- 3) Language development
- 4) Oral, written and body language
- 5) Listening Skills
- 6) Workplace Communication
- 7) Social and Cultural Communication

Classroom Activities:

- 1) Students will read about, discuss and write about communication styles in social and workplace settings
- 2) Students will define and use the following vocabulary: Incongruent/congruent, gestures, eye-contact, voice inflections, you statements, I statements, workplace and social communication, selective listening, assertive, and aggressive communication
- 3) Students will view videos on various examples of good and poor communication and identify key factors in good/ bad communication
- 4) Students will role-play assertive versus aggressive communication skills in social and workplace settings

Student Performance Objectives: Students will identify the key factors in good communication and its importance in building healthy and successful relationships

1-7 Hours

Introduction and Overview to the presentation on Interpersonal Skills

The following content on interpersonal skills will be presented:

- 1) The Family Connection and Birth Order
- 2) Social and Cultural Practices in Group Dynamics
- 3) Healthy Relationships: Cooperation, Compromise and Communication
- 4) Recognition of the Different Personality Types
- 5) Appropriate and Inappropriate Behaviors in the Workplace
- 6) Mediating Conflict
- 7) The Art of Negotiating
- 8) Managing Anger and Stress
- 9) Coping and Resiliency Strategies

Classroom Activities:

- 1) Students will read about, discuss and write about the power of group dynamics and its impact on individual behavior
- 2) Students will define and use the following vocabulary: Assertive, Aggressive, Conflict, Harmony, Negotiating, Nuclear Family, Extended Family and Commonalities in the Family/Group Dynamics
- 3) Students will complete a self-assessment on interpersonal traits and make a decision on what skills they would bring to a group dynamic
- 4) Students will recognize the common causes of stress and anger and identify appropriate coping and resiliency strategies
- 5) A conflict resolution model will be reviewed with the students and they will work in small groups to resolve a conflict between two individuals or two groups
- 6) Students write about a time that they resolved a conflict and share it with a partner
- 7) Students will review a video on Sexual Harassment in the Workplace, complete a short quiz and be able to defend their responses

8) In small groups, the students will role-play various skits on healthy relationships between parents and children, couples and co-workers

Student Performance Objectives: Students will complete a self-assessment and identify interpersonal skills or traits that they possess. Students will recognize and identify healthy strategies to use for successful interpersonal relationships in personal or workplace settings. Students will use the conflict resolution model to resolve either an individual or group conflict.

1-7 Hours

Introduction and Overview to the presentation on Pre-Employment Skills

The following content on Pre-employment Skills will be presented:

- 1) The Job Hunt
- 2) Networking
- 3) The Resume'
- 4) Cover Letters and Letters of Reference
- 5) The Application
- 6) The Interview

Classroom Activities:

- 1) Students will read about, discuss, and write about the job hunt and finding tools for breaking and entering the work world
- 2) Students will define and use the following vocabulary: Job hunt, market outlook, labor data, ethics, resume, interview, application, interview behavior and questions, and networking
- 3) Students will use the Internet to search for job sources that provide available job openings and salary potential
- 4) Students will review and analyze the different resume formats and select one to write their resumes
- 5) Students will work in pairs and practice filling out job applications and critiquing their answers
- 6) Students will develop interview questions to ask in an interview setting
- 7) In small groups, students will role-play taking turns asking and answering interview questions using the various job hunt skills that they have acquired.
- 8) Students will select one of the resume formats to complete a resume which can be used in seeking employment

Student Performance Objectives: Students will identify the steps in a successful job hunt process, complete a resume and job application. Students will identify the key factors in interview etiquette.

1-7 Hours

Introduction and Overview to the presentation on Decision-making Skills

The following content will be presented:

- 1) What is a decision?
- 2) How a decision gets made: Values, attitudes and personality style
- 3) Good and bad decisions through the ages/history
- 4) Comparison of three decision making models

Classroom Activities:

- 1) Students will read about, discuss, and write about how decisions are made
  - 2) Students will define and use the following vocabulary: judges, perceivers, decision-making dozen (four attitudes, four options, and a four phase decision-making model), values, attitudes, and compromise
  - 3) Students will read the specific content on the four attitudes: Stay calm, be persistent, keep your perspective, and be confident
  - 4) Students will identify four options in their lives that are acceptable
  - 5) The students will respond orally to questions from the selected reading on good and bad decisions throughout history
  - 6) The students will compare and contrast three different types of decision-making models and identify similar characteristics of each
  - 7) Students will be given a group assignment that requires them to problem solve and make a group decision: for example lowering/raising taxes
  - 8) The students will be able to identify the 4 steps in making a good decision: gather information, pros and cons of each option, check values (can you live with your choice), and design a strategy or step-by-step procedure for your decision to become a reality
- Student Performance Objectives: Students will be given a real life problem and asked to make a decision. They will need to identify the steps they used in making their decision and defend their position. They will then work in small groups and compare the decision-making process used by others.

1-7 Hours

Introduction and Overview to the presentation on Financial Literacy

The following content will be presented:

- 1) The Benefits and Necessity of Saving
- 2) Setting Financial Goals
- 3) Managing Your Money

Classroom Activities:

- 1) Students will read about discuss, and write about building wealth and not debt
- 2) Students will define and use the following vocabulary: Saver/spender, debt, finances, budget, savings/checking accounts, financial service providers, consumers, banks, investment, credit cards, expenditures, income and other words to know.
- 3) Students will read the specific content on money management and financial planning.
- 4) The students will respond orally to questions from the selected reading on the danger of unmanaged debt.
- 5) The students will complete the Self Assessment using T/F, completion or short answer worksheets to determine what their values are on money and spending.
- 6) The students will read about, discuss and set up a projected monthly budget.
- 7) In small groups, the students will role-play skits identifying

different values showing the range of individual/family spending habits.

8) Students will be given a budget for a family of 2, 3, & 5 and list expenses and revenue.

9) Students will be informed on the resources in their communities that can further assist them with debt management and other financial issues.

Student Performance Objectives: Students will recognize the value of saving as a tool to build wealth and to develop a financial plan or goal for simple monthly savings or debt reduction for reaching their goals. The students will set up a monthly budget to identify areas of spending where they can reduce spending or increase monthly savings.

1-7 Hours

Introduction and Overview to the presentation on Career Development

The following content on the Career Search will be discussed with students:

- 1) Assessing Your Personality
- 2) Deciding on How You Relate to Data, People or Things
- 3) Identification of Your Skills and Work Qualities
- 4) Identification of Your Satisfying Job Areas
- 5) Categories of Workplaces

Classroom Activities:

- 1) Students will read about discuss, and write about the Career Search Guide: Gather information about yourself, Become informed about societal issues that can affect your career choice, Explore job markets and where to start, and Making your final decision
- 2) Students will define and use the following vocabulary: Personality Types, Skills Transferable skills, Ethics, Work Qualities, Career Ladders, Diversity, and Indicators
- 3) Students will complete one personality temperament indicator and link this information to several career choices
- 4) Students will respond to questions from activity analysis listing all previous jobs and skills that they used on previous jobs
- 5) Students will determine the work qualities in which they use their skills: Repetitive, Variety, Physical Risk, and Status
- 6) Students will use the Internet to survey the U. S. Job Market and learn to do research on jobs, labor market data, high demand occupations and other job search areas

Student Performance Objectives: Students will complete the Job Chart Inventory which will assist them in the identification of one of the twelve major career interest areas in the U. S. job market.

1-7 Hours

Introduction and Overview to the presentation on Personal Development

The following content on Personal Development will be reviewed:

- 1) Clarification of Needs, Wants, Values, and Goals
- 2) Success is Everybody's Dream
- 3) What is Personal Growth
- 4) The Personality Hexagon

Classroom Activities:

- 1) Students will read about, discuss, and write about clarifying Needs, Wants, Values and Goals
- 2) Students will define and use the following vocabulary: Success, self-actualization, ethics, shoulds, needs, wants, goals, and values
- 3) Students will complete self assessments on: Needs and Wants: What are your goals? How your feelings and shoulds stack up?, Rating your values, Drawing or writing your autobiography and the I Wheel
- 4) Students will complete one personality temperament assessment to determine specific qualities in their personality (which can be used to sort career or job possibilities)

Student Performance Objectives: Students will define success in terms of their needs, wants and goals. Completed self-assessments will assist the students in examining important values in their personal and work life. Students will identify steps to help them decide on desired changes in their lives.

1-7 Hours

Content: Students will review nutrition vocabulary, basic nutrients, the four food groups, basic diet information, exercise, healthy lifestyles and various wellness programs. Students will also learn basic human physiology and anatomy terms in understanding the body dynamic between nutrition and body functions.

Homework: Students will complete workbook and individual modules for reviewing and practice. Students will develop and analyze diets and be able to identify healthy nutrition choices.

Course Objectives: Students will report in written or oral form on the elements of a healthy lifestyle and the importance of healthy nutrition choices.

**METHODS OF INSTRUCTION:**

The instructional methods used are a combination of lecture, self-assessments, group activities and individual modules that students will complete as part of their regular assignments.

**REPRESENTATIVE TEXTBOOKS:**

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

**SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: K

Noncredit Category: H

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:  
CAN Sequence:  
CSU Crosswalk Course Department:  
CSU Crosswalk Course Number:  
Prior to College Level: Y  
Non Credit Enhanced Funding: Y  
Funding Agency Code: Y  
In-Service: N  
Occupational Course: E  
Maximum Hours:  
Minimum Hours:  
Course Control Number: CCC000597493  
Sports/Physical Education Course: N  
Taxonomy of Program: 493011