Course Outline

COURSE: PSYC 5  DIVISION: 60  ALSO LISTED AS: GUID 1

TERM EFFECTIVE: Fall 2014  CURRICULUM APPROVAL DATE: 02/24/2014

SHORT TITLE: SELF ASSESSMENT

LONG TITLE: Self-Assessment and Career Development

<table>
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<tr>
<th>Units</th>
<th>Number of Weeks</th>
<th>Type</th>
<th>Contact Hours/Week</th>
<th>Total Contact Hours</th>
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<td>3</td>
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<td>Lecture: 3</td>
<td>54</td>
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<td>Lab: 0</td>
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<td></td>
<td>Total: 3</td>
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COURSE DESCRIPTION:

A course designed to assist the student in learning more about personal values, personality, interests, exploration of career choice, and occupational opportunities through the use of various personal assessment instruments. The delivery options for this course include online and self-paced formats. This course is also listed as GUID 1. ADVISORY: Eligible for English 250 and English 260. $12 fee will be charged for career assessment materials.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion
05 - Hybrid
72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. Student will describe the developmental process of career decision making.

Measure: Discussion, Journal, Assignment
2. Student will examine and discuss the role that their self-concept plays in making effective. 
Measure: Discussion, Journal, Assignment

PLO:
ILO: 1,2,4,6
GE-LO: E1

Year assessed or anticipated year of assessment: 2015
3. Student will identify, locate, and utilize resources available for engaging in career exploration. 
Measure: Discussion, Journal, Assignment, Interest Surveys

PLO:
ILO: 3,2,7
GE-LO: 

Year assessed or anticipated year of assessment: 2015
4. Student will examine and identify personal and work-related values, personality, interests, and skills. 
Measure: Discussion, Journal, Assignment, Self-Assessments

PLO:
ILO: 1,2,3
GE-LO: E1,3

Year assessed or anticipated year of assessment: 2014
5. Student will integrate personal and career related information to develop an education and career plan. 
Measure: Discussion, Journal, Assignment, Exam, EdPlan

PLO:
ILO: 1,2,4,6
GE-LO: E1,2,3

Year assessed or anticipated year of assessment: 2016
6. Student will explain why career decision making is considered a lifelong process. 
Measure: Discussion, Journal, Assignment, Portfolio

PLO:
ILO: 1,2,6
GE-LO: E1

Year assessed or anticipated year of assessment: 2016
7. Student will describe how the needs and functions of society influence the nature and structure of work. 
Measure: Discussion, Journal, Assignment, Quiz

PLO:
ILO: 1,4,6
GE-LO: E2,3

Year assessed or anticipated year of assessment: 2017
8. Student will analyze and explain how internal (gender, ethnic and cultural background, personal-psychological, etc) and external factors (work situation, economic factors, etc) influence career development. 
Measure: Discussion, Journal, Assignment, Quiz

PLO:
ILO: 1,2,4,6
GE-LO: E-1
Year assessed or anticipated year of assessment: 2017

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

Curriculum Approval Date: 02/24/2014

6 Hours
Introduction to self-assessment and career development.

a) discuss Erickson's Developmental Stages and Maslow's Hierarchy of Needs and the relationship to career exploration and planning; identify current status.
b) define Super's Stages of Career Development; identify current stage.
c) understand how personal motivations and aspirations change over time.
d) describe the process and guidelines used in the career planning process.

Assignments: Read appropriate chapters in text. Complete related assignments. Review relevant resources. Complete Journal and/or quiz.

12 Hours
Self Esteem and Readiness for Career Development.

a) identify self-esteem levels and attitudes that contribute to successful patterns of behavior b) identify belief system and its impact on career development process. b) identify decisional attitudes; locus of control; and emotional intelligence c) develop success profile by identifying past actions and influences. c) identify approaches and techniques for creating opportunities for success. d) understand personal strengths by identifying preferred learning styles, Gardner's Multiple Intelligences, and Right/Left Brain Dominance e) define components of goal setting f) create a purpose and vision statement.

Assignments: Read appropriate chapters in text. Complete related assignments. Review relevant resources. Complete Journal and/or quiz.

16 Hours
Self-Assessment for Self-Discovery

a) define and prioritize work and life core values b) discuss how values motivate and meet needs c) describe family, cultural, religious, community, etc. influences on values and its affect on career decisions d) identify external and internal factors that contribute to job satisfaction using Herzberg theory of motivation e) list differences in personality types f) explain personality type using a the Myers-Brigg Type Indicator, Kiersey Temperament, Holland Codes, and/or True Colors g) recognize how personality type relates to career planning h) identify strengths and challenges for personality preferences i) identify occupational interests using Holland Interest Environments, ACT job clusters, Worker Trait Groups, and/or Strong Interest Inventory j) match possible majors and career interests with personality preferences and interest inventories k) discuss the importance of skills in career search l) define and identify skills through inventories, O*Net, Occusort, and Microskills m) describe perception of own capabilities and skills confidence levels n) match interest levels with skills confidence levels o) identify skills for development p) identify necessary core competencies and skills using SCANS, and other resources q) list transferable skills and examples of how skill was used/developed r) synthesize information about self, identify patterns, themes, and similarities among assessment outcomes s) create personal profile of personality, attitude, values, strengths, skills, and interests t) select possible careers based on knowledge of self u) recognize the inherent limitations of assessment instruments and surveys.

Assignments: Read appropriate chapters in text. Complete related assignments. Review relevant resources. Complete Journal and/or quiz. Complete assessment inventories, surveys, and profiles.

10 Hours
The World of Work

a) identify cultural norms, gender, equity issues, cultural diversity, ageism, and related factors that constrict, expand, and influence career options b) list trends in the workforce that will impact career planning c) list changes in the work force and environment d) identify internal and external barriers, perceived or real, that can impact career planning e) recognize confidence level required to mitigate barriers f) use web resources to research industries, emerging occupations, fastest growing occupations, trends, core competencies, and labor market information. g) identify industry clusters projected to increase within 5-10 years. h) review education and training requirements for occupational goals i) develop career ladders with
salary projections j) investigate traditional and non-traditional career paths k) select career options based on the job market trends and needs

Assignments: Read appropriate chapters in text. Complete related assignments. Review relevant resources. Complete Journal and/or quiz/exam

8 Hours

Integration of Self and World of Work

a) analyze congruency between self and work environments b) align personal profile with career interests through life style evaluation c) research top career options and gather data using written and electronic resources d) conduct career interview with professionals e) compare reality of job duties and responsibilities with research f) discuss lifelong learning, flexibility, and adaptability as necessary traits for on-going career success g) describe and explore own decision-making process h) apply alternate decision-making models to career search i) identify barriers and strategies to mitigate challenges to decision-making j) apply goal setting strategies to career choice k) develop career and training plan that supports career decision l) identify support network

Assignments: Read appropriate chapters in text. Complete related assignments. Complete an Informational Career Interview. Create an educational or training plan. Review relevant resources. Complete Journal and/or quiz.

2 Hours

Final Exam

METHODS OF INSTRUCTION:

Lecture, small and large group activities, discussions, demonstrations, research, written evaluations, exams, surveys, project, portfolio and web searches.

METHODS OF EVALUATION:

The types of writing assignments required:
Written homework
Reading reports
Essay exams
Term papers
The problem-solving assignments required:
Homework problems
Quizzes
Exams
The types of skill demonstrations required:
Class performance
Performance exams
The types of objective examinations used in the course:
Multiple choice
True/false
Matching items
Completion
Other category:
Other: Informational Interview, Educational Plan, Assessment Surveys

The basis for assigning students grades in the course:
Writing assignments: 20% - 25%
Problem-solving demonstrations: 15% - 20%
Skill demonstrations: 10% - 20%
Objective examinations: 10% - 20%
Other methods of evaluation: 15% - 25%
REPRESENTATIVE TEXTBOOKS:
Required:
Sukieznik, Raufman, Bendat. The Career Fitness Program. Pearson, 2013, or other appropriate college level text.
ISBN: 10:0-13-276233-1
Reading level of text, Grade: 12
Verified by: D. Young

ARTICULATION and CERTIFICATE INFORMATION
Associate Degree:
GAV E2, effective 200370
CSU GE:
CSU E2, effective 200370
IGETC:
CSU TRANSFER:
Transferable CSU, effective 200370
UC TRANSFER:
Not Transferable

SUPPLEMENTAL DATA:
Basic Skills: N
Classification: D
Noncredit Category: Y
Cooperative Education:
Program Status: 1 Program Applicable
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department: PSYC
CSU Crosswalk Course Number: 5
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000090258
Sports/Physical Education Course: N
Taxonomy of Program: 200100