

Course Outline

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

TERM EFFECTIVE: Fall 2020 **CURRICULUM APPROVAL DATE:** 03/16/2020

SHORT TITLE: SELF ASSESSMENT

LONG TITLE: Self-Assessment and Career Development

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

This course is 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 also include online and self-paced formats. This course is also listed as PSYC 5.

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:

By the end of this course, a student should:

1. Describe the developmental process of career decision making.
2. Examine and discuss the role of their self-concept; which includes personal and work-related values, personality interests, and skills; in order to make effective decisions.
3. Identify, locate, and utilize resources for engaging in career exploration and planning.
4. Integrate self-assessment results with resources and be able to analyze how internal (gender, ethnic, and cultural background, personal, psychological, etc) and external (work situation, economic factors, etc) factors influence career development.

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

Curriculum Approval Date: 03/16/2020

6 Hours

Introduction to self-assessment and career development.

- a) discuss Erickson's Developmental Stages and Maslow' 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.

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.

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

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

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

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.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 108

Assignment Description:

Required Outside Hours: 108

Assignment Content Description: Outlined in the Course Content area

Required Outside Hours: 108

Assignment Description:

12 Hours

Introduction to self-assessment and career development.

Assignments: Read appropriate chapters in text. Complete related assessments and assignments. Review relevant resources.

Complete Journal and/or quiz.

24 Hours

Self Esteem and Readiness for Career Development.

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

32

Hours

Self-Assessment for Self-Discovery

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

20 Hours

The World of Work

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

16 Hours

Integration of Self and World of Work

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.

4 hours: text review - preparation for final

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 20.00 %

20% - 25% Written homework; Reading reports; Essay exams; Term papers

Problem-solving assignments

Percent of total grade: 15.00 %

15% - 20% Homework problems; Quizzes; Exams

Skill demonstrations

Percent of total grade: 10.00 %

10% - 20% Class performance; Performance exams

Objective examinations

Percent of total grade: 10.00 %

10% - 20% Multiple choice; True/false; Matching items; Completion

Other methods of evaluation

Percent of total grade: 15.00 %

REPRESENTATIVE TEXTBOOKS:

Required:

Sukiennik. Career Fitness Program. Pearson,2016.

This is the latest edition of the book the department has used for this course. This book continues to be one that comprehensively covers the material as outlined in the course.

ISBN: 9780321979629

Recommended Other Texts and Materials

OER: Self-Assessment & Career Development Created by Graciela Martinez and Elizabeth Shaker - Adapted by Rosa Rivera Sharboneau - May 2019

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV E2, effective 201570

CSU GE:

CSU E, effective 201570

CSU E2, effective 198730

IGETC:

CSU TRANSFER:

Transferable CSU, effective 201570

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: GUID

CSU Crosswalk Course Number: 1

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: CCC000200056

Sports/Physical Education Course: N

Taxonomy of Program: 493010