

Today's Date: 12/06/2016

Course ID: COUN V02
CC Approval: 08/23/2016
Effective Term: Fall 2017

Ventura College
COURSE OUTLINE OF RECORD

I. Course Information (Printed catalog data elements)

A. Discipline:
Counseling

B. Course ID:
COUN V02

C. Course Title: Career Exploration and Life Planning

D. Units: 3.00

E. Hours:

Lecture/wk: 3.00

Total Semester Contact Hours (based on 17.5 week semester): 52.50

F. Prerequisite(s):
None

G. Corequisite(s):
None

H. Recommended preparation:
None

I. Enrollment Limitation:
None

J.
Description:

This course will examine student, career, and self development theories to assist students to make effective decisions throughout their lifespan. This course is designed for students wanting to engage in the process of career and life planning from a psychological, sociological, and physiological perspective. Students will compare and contrast human development and career theories, decision-making, factors that contribute to college success, life skills, adult workplace competencies, values, interest, abilities, personality, labor market trends in a global economy, and successful job search and workplace behaviors.

K. Transfer Status:
CSU Recommended

II. Course Objectives

- Upon successful completion of this course, the student will be able to demonstrate the following measurable skills and abilities:
 - A. Identify and analyze psychological and sociological influences on education, career, and personal decision-making.

- B. Compare and contrast the assumptions of student and career development theories and their implications for education and career choice over the lifespan.
- C. Identify the different options within the higher education system and factors which contribute to college success.
- D. Apply and integrate knowledge of theories and concepts to the career and major planning process.
- E. Recognize and assess the physiological and emotional aspects of stress.
- F. Apply self-management skills for life transitions.
- G. Demonstrate ability to match personal traits with appropriate life and career choices.
- H. Discern the changing nature of the workplace, including the changing roles of men, women, minorities, and special populations as related to work, family, and leisure activities.

III. Course Content

- A. In-depth study of career development and life planning processes
 - 1. Review of Erik Erikson's Psychosocial Developmental Stages
 - 2. Career developmental stages utilizing career theories (eg. Holland)
 - 3. Decision-making skills and strategies
 - 4. Life span transitions and how these affect decision making
 - 5. Stress management relative to environmental factors, personal coping, self-efficacy, and social support resources
- B. Strategies to overcome personal barriers
 - 1. Societal barriers
 - 2. Racial and gender barriers
- C. Career testing and interpretation
 - 1. Career Assessment Inventory (instructor will choose at least two from the following):
 - a. Self-Directed Search (SDS)
 - b. Strong Interest Inventory
 - c. COPS (Career Occupational Preference System)
 - d. Myers-Briggs Type Indicator (MBTI)
 - 2. Implication for career choice and life plan
- D. Self-esteem and personal development
 - 1. Clarification of needs, interests, and values
 - 2. Relationship of needs, interests, and values to career choice
 - 3. Examination of personality and interest variables as they relate to career choice
- E. Skills identification for career choice and development
 - 1. Physical and motor skills
 - 2. Cognitive skills
 - 3. Interpersonal skills
 - 4. Technological skills
- F. Societal trends and cultural norms and biases which affect career choice
 - 1. Cultural and experiential diversity
 - 2. Job satisfaction and success in multi-generational and diverse work settings
 - 3. Financial planning throughout the lifespan
- G. Understanding the job market
 - 1. Workplace trends and emerging occupations
 - 2. Supply and demand
 - 3. Labor statistics
 - 4. Salary projections
 - 5. Geographic factors
 - 6. Virtual community
- H. Use of published and computerized sources of information about choice
 - 1. Department of Labor Occupational Outlook and California Occupational Handbook
 - 2. Internet sites
- I. Reviewing choice of major to meet career goals and understanding the career ladder

1. University of California website, CSU Mentor, AICCU Mentor
2. ASSIST
3. Catalog use and research through university websites
4. Exploration of college majors and careers
- J. Job search strategies
 1. Informational interviewing
 2. Networking
 3. Job shadowing
 4. Internet job search techniques
 5. Mentorship and job coaching
- K. Development of the resume and cover letter
 1. Identification and summarization of personal strengths and skills information
 2. Formats for the resume and cover letter
 3. Posting an application, resume, and cover letter on a website
- L. Job interview strategies
 1. Mock interviews
 2. Proper interview etiquette and attire
- M. Personal and educational development in relation to career and life planning
 1. Personal values and ethics
 2. Identity and cultural identity
 - a. Personal awareness
 - b. Authenticity and congruence with self
 - c. Majority and personal culture of origin
 3. Intrapersonal development
 - a. Stress management
 - b. Self-monitoring and confidence building
 - c. Anger management
 4. Interpersonal development and skills
 - a. Empathy and active listening
 - b. Critical versus constructive feedback
 - c. External versus internal locus of control
 5. John Wooden's Pyramid of Success
- N. Maslow's Hierarchy of Needs: critical analysis and problem solving for career and life planning
 1. Qualities of a critical and metacognitive thinker
 2. Problem solving and decision making strategies
- O. Leadership skills
 1. Advocacy skills
 2. Negotiation and conflict management
 3. Cooperation and teamwork
 4. Professional ethics

Total Lecture Content Hours: 52.50

IV. Lab Content:

Total Lab Content Hours:

V. Assignments

- A. **Representative In-class Assignments** that develop critical thinking (required for degree applicable courses) may include, but are not limited to:
-

Student Activities:	Write composition(s) and/or report(s) and/or essay(s)	Write research paper(s) and/or term paper(s) and/or other paper(s)	Solve computational and/or symbolic problems	Conduct and experiment or survey	Engage in analytical discussions	Prepare oral presentations	Develop skills in performance/activities	Create and analyze projects	Other (specify below)
Critical Thinking Skills	Student Activities involved in each skill								
Evaluating	✓	✓	✓		✓	✓		✓	
Appraising and assessing	✓	✓	✓		✓	✓		✓	
Justifying	✓	✓	✓		✓	✓		✓	
Synthesizing	✓	✓	✓		✓	✓		✓	
Developing and formulating	✓	✓	✓		✓	✓		✓	
Analyzing	✓	✓	✓		✓	✓		✓	
Solving problems	✓	✓	✓		✓	✓		✓	
Applying principles	✓	✓	✓		✓	✓		✓	
Comprehending concepts	✓	✓	✓		✓	✓		✓	
Identifying knowledge	✓	✓	✓		✓	✓		✓	
Other (describe): Comments:									

B. Representative Out-of-class Assignments

Reading: Textbooks, supporting references, Web sites, study guides, periodicals, and course handouts; students may read a vignette based on an ethical dilemma in the text, examine the ethical principles involved, and be prepared to defend their choices of action in a classroom discussion. (2 hours per week)

Writing: Notebook/journal, paragraphs, essays, research papers, portfolios, analyses, and critiques; using the skills learned in class, students may develop a questionnaire and conduct an interview with three to five professionals in their chosen career field, then write a 150 to 200 word essay summarizing the following: experience during the interview; the skills used; and whether the exercise made an impact on a career decision. (2.5 hours per week)

Problem solving: Summarizing the problem/question/work assignment, communicating effectively, considering the influence of context and assumptions, analyzing appropriate supporting data/evidence, communicating one's perspective or position, identifying implications and consequences, integrating others' perspectives and positions, and Applying appropriate tools in problem-solving; students may analyze their personal values, abilities, and interests, and synthesize this information into their life, educational, and career goals to be able to make their optimal career choice. Through a series of personal awareness activities and values clarification exercises, students will submit an introspective analytical 2-3 page written report and give an oral presentation. (1.5 hours per week)

Other: Students will utilize the Career Center, conduct research, and take career assessments. (Weekly hours included in Writing and Problem Solving activities.)

Total Outside Assignments Hours: 105.00

VI. Representative Instructional Modes -

Lecture
Audio Visual Presentations

Class Activities
 Class Discussions
 Collaborative Group Work
 Computer-aided Presentation/Assignments
 Demonstrations
 Dialog
 Distance Education
 Guest Speakers
 Internet Research
 Large Group Activities
 Learning Modules
 Lecture/Discussion
 Observation
 Oral Drills
 Reading Assignments
 Small Group Activities

VII. Evaluation Methods - Substantively related to the course objectives.

A. Writing.

essay exam(s)
 term or other paper(s)
 written homework

B. Problem Solving. Computational or non-computational problem-solving demonstrations, including:

exam(s)
 quiz(zes)

C. Skills demonstrations. Including:

active and informed participation
 performance exam(s)

D. Objective examinations. Including:

other (specify) : short answer essays

VIII. Textbooks

List representative textbooks, manuals, and other instructional materials/publications, including those materials to be put in the Library/LRC(Learning Resources Center).

Author(s)	Title(s)	Publisher(s)	Date(s)
Bingham, M. & Stryker, S.	Career Choices and Changes	Academic Innovations	2012
Rath, T.	Strengths Finder 2.0	Gallup Press	2007
Sukiennik, D., Bendat, W., & Raufman, R.	The Career Fitness Program: Exercising Your Options	Prentice Hall	2012
Ventura College	Ventura College Catalog	Ventura County Community College District	2015

Other appropriate publications/instructional materials such as representative recommended readings, repertoire, non-print media (eg., websites, audio/visual recordings), and software.

Other

Other Appropriate Publications:

Discipline-specific websites: Yes

IX. Minimum Qualifications

Counseling (Masters Required)

X. Student Learning Outcomes

- A. Identify and analyze psychological (eg. stress, self-management, life transitions, etc.) and sociological (eg. demographic, socioeconomic, familial, global, etc.) influences on education, career, and personal decision-making.
- B. Compare and contrast the assumptions of student and career development theories and their implications for education and career choice over the lifespan.
- C. Identify the different options within the higher education system and factors which contribute to college success.
- D. Demonstrate ability to integrate knowledge of theories and concepts with self-awareness in order to identify appropriate life and career choices.