

City University of Hong Kong

Information on a Course offered by Department of Applied Social Sciences with effect from Semester B in 2014/2015

Part I

Course Title:	Issues of Career Guidance for Young People
Course Code:	SS5813
Course Duration:	One semester
No. of Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites:	Nil
Precursors:	Nil
Equivalent Courses:	Nil
Exclusive Courses:	Nil

Part II

1. Course Aims

This course aims to provide fundamental theories and models of career guidance for young people. It provides critical knowledge and skills to identify such contemporary issues as career planning, life design, job search, career barriers, vocational identity and organizational commitment. The course aims to integrate and apply theories to formulate effective career and life-span development plans that can be applied in settings such as secondary schools, higher education, community agencies working on youth guidance, as well as the sector of recruitment and human resource development.

2. Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting
1.	Critically analyse and evaluate current career development theories and models for young people;	30%
2.	Integrate and apply current career development theories to career guidance and interventions;	25%
3.	Identify contemporary career barriers and strategies for overcoming barriers for young people; and	25%
4.	Develop and assess guidance plan for career and life-span development.	20%

3. Teaching and learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	TLA1	TLA2	TLA3	Hours / course (if applicable)
CILO 1	√	√		
CILO 2			√	
CILO 3	√	√	√	
CILO 4	√	√		

TLA1: Lectures

Lectures supplemented by power point presentations, videos, and readings.

TLA2: Discussions

Class and small group discussions to respond to lectures, presentations, videos, and readings.

TLA3: Practice and Demonstrations

Case study, role play and demonstrations of contemporary issues of career guidance for young people.

4. Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	Type of Assessment Tasks/Activities	Weighting
CILO 1-2	AT1: Reflection Paper	35%
CILO 1-4	AT2: Term Paper	50%
CILO 1-4	AT3: Practice and Demonstration	15%

AT1: Reflection Paper

The reflection paper requires students to reflect on a case study, an intervention, or practice related to career guidance. The paper provides critical reflection about the meaning and significance of the experience and should discuss what students learned about effective career guidance and what they learned in self-reflection as a practitioner. Word limit is approximately 1,000 words.

AT2: Term Paper

The paper requires the student to develop a career counselling plan or programme for a targeted group. The assignment applies and integrates the students' understanding of theories and models of career development and interventions. Students are expected to articulate their knowledge and skills in career practice by examining an issue relevant to career guidance and interventions with a discussion that is supported by a review of literature. Word limit is approximately 2,500 words not including references.

AT3: Practice and Demonstration

Practice and demonstration offers opportunities for students to participate in role playing, case studies and class discussions. Students engage in their own learning and exploration of their individual career beliefs.

5. Grading of Student Achievement:

Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Letter Grade	Grading criteria in relation to CILOs
A+ A A-	Demonstrated excellent ability to critically analyse career theories and models; Strong evidence of excellent application and integration of career development theories to career guidance and interventions; Demonstration of excellent ability to develop guidance plan for career development and strategies for overcoming career barriers identified.
B+ B B-	Demonstrated good ability to critically analyse career theories and models; Evidence of good application and integration of career development theories to career guidance and interventions; Demonstration of good ability to develop guidance plan for career development and strategies for overcoming career barriers identified.
C+ C C-	Demonstrated adequate ability to critically analyse career theories and models; Evidence of sufficient application and integration of career development theories to career guidance and interventions; Demonstration of adequate ability to develop guidance plan for career development and strategies for overcoming career barriers identified.
D	Demonstrated limited ability to critically analyse career theories and models; Inadequate evidence of application and integration of career development theories to career guidance and interventions ; Limited ability to develop guidance plan for career development and strategies for overcoming career barriers identified.

F	<p>Failure to demonstrated ability to critically analyse career theories and models;</p> <p>Failure to apply and integrate career development theories to career guidance and interventions;</p> <p>Lack of evidence to demonstrate ability to develop guidance plan for career development and strategies for overcoming career barriers identified not demonstrated.</p>
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Part III

1. Keyword Syllabus:

Career Development, Theory and Practice of career guidance and interventions, Contemporary Career Issues, Career Barriers, Career Assessment Tools, Career Development and Planning, Life-span planning, Career resources and services in Hong Kong, Professional competence and knowledge in addressing issues in career guidance and interventions.

2. Recommended Readings:

Amy, J. (2003). *I went to college for this? How to turn your job into a career you love*. New York: McGraw-Hill.

Bolles, R. N. (2006). *What color is your parachute: A practical manual for job-hunters and career-changers*. Berkeley, CA: Ten Speed Press.

Bronfenbrenner, K., & Luce, S. (2004, October 14). *The changing nature of corporate global restructuring: The impact of production shifts on jobs in the U.S., China and around the globe*. Report submitted to the US-China Economics and Security Review Commission.

Brown, D. (2002). The role of work and cultural values in occupational choice, satisfaction, and success: A theoretical statement. *Journal of Counseling and Development*, 80, 48-57.

Brown, D. (2007). *Career information, career counselling, and career development*. New York: Pearson.

Commission on Youth. (2003). *Continuing development and employment opportunities for youth*. Hong Kong: Commission on Youth.

Duggan, M. H., & Jurgens, J. C. (2007). *Career interventions and techniques: A complete guide for human service professionals*. New York: Pearson.

Gysbers, N. C., Heppner, M. J., & Johnston, J. A. (2003). *Career counseling: Process, issues, and techniques*. Boston, MA: Allyn and Bacon.

Holland, J. L. (1996). Exploring careers with a typology: What we have learned and some new directions. *American Psychologist*, 51, 397-406.

- Holland, J. L., Johnston, J. H., & Asama, N. (1993). The vocational identity scale: A diagnostic and treatment tool. *Journal of Career Assessment, 1*, 1-12.
- Super, D. E. (1990). A life-span, life-space approach to career development. In D. Brown, L. Brooks (Ed.), *Career choice and development: Applying contemporary theories to practice* (pp. 197-261). San Francisco: Jossey-Bass.
- Zunker, V. G. (2006). *Career counselling: A holistic approach*. Belmont, CA: Thomson/Brooks-Cole.