

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: Vocational Counselling and Assessment

Course Code: SS5814

Course Duration: One semester

No. of Credit Units: 3

Level: P5

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: 1) *Nil for MSocSc in Counselling*
2) *SS5780 Research Design & Analysis in Psychology for MSocSc in Applied Psychology*

Precursors Nil

Equivalent Courses Nil

Exclusive Courses: Nil

Part II

1. Course Aims:

The course aims to provide students with an understanding of contemporary issues of vocational counselling and assessment. It covers basic theories and practices of vocational counselling, types of delivery systems, and approaches to career counselling, and basic standardized assessment in career counselling. The course has application value in settings such as human resources, schools, and community organizations.

2. Course Intended Learning Outcomes (CILOs)

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

| No. | CILOs | Weighting |
|-----|--|-----------|
| 1. | Describe and critically analyze theories of vocational counselling, types of delivery systems, and approaches of career counselling, counselling services and resources; | 30% |
| 2. | Analyze current practice in vocational counselling, vocational choice and exploration; | 25% |
| 3. | Apply and integrate theory and practice in vocational counselling and assessment; and | 25% |
| 4. | Demonstrate use and application of basic standardized assessment instruments in vocational counselling. | 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 | TLA4 | Hours / course (if applicable) |
|----------|------|------|------|------|--------------------------------|
| CILO 1 | √ | √ | | √ | |
| CILO 2 | √ | √ | √ | | |
| CILO 3 | | | √ | √ | |
| CILO 4 | | √ | √ | √ | |

TLA1: Lectures

Lectures supplemented by power point presentations, videos, and reading materials.

TLA2: Discussions

Class or small group discussions to respond to lectures, presentations, video.

TLA3: Practice, demonstrations and administration

Case study, role play of vocational counselling with demonstration and administration of assessment tools.

TLA4: Group Project

Group presentation of project on topic related to vocational counselling and assessment.

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 1-4 | AT1: Term Paper | 50% |
| CILO 3-4 | AT2: Group Project | 30% |
| CILO 1-4 | AT3: Practice and Demonstration | 20% |

AT1: Term Paper

The term paper enables students to reflect on their views on applying appropriate theories and assessments for vocational counselling. The paper should consist of two parts. In the first part, students should review the theory, practice, process and expected outcomes of a particular vocational theory or assessment tool. In the second part, students should offer their critical views on how the theory or assessment might be adapted for the Hong Kong context. Word limit is approximately 2,000 words.

AT2: Group Presentation

The group presentation enables students to explore a topical issue in vocational counselling in depth. Students will evaluate a vocational theory and/ or assessment method as applied to a specific target group in a context like education, community, organization or others. The purpose of this group presentation is to encourage students to integrate and apply what they learn in class and from readings to a practical problem or issue in vocational counselling in Hong Kong. Students may work on this presentation in groups of about five and will have an opportunity to share their work with the class. Student will explain and demonstrate the theoretical approach or assessment as applied, and evaluate critically the relevance and value for the selected group and context.

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+ | Demonstrated excellent ability to describe and critically analyse theoretical approaches and delivery of vocational counselling; Strong evidence of critical evaluation of practices in vocational exploration and counselling; Demonstration of outstanding ability to integrate theory and practice in vocational counselling and assessment; Excellent demonstration of the use and application of basic standardized assessment instruments in vocational counselling. |
| A | |
| A- | |

| | |
|---------------|--|
| B+ B B- | Demonstrated good ability to describe and critically analyse theoretical approaches and delivery of vocational counselling; Evidence of good evaluation of practices in vocational exploration and counselling; Demonstration of good ability to integrate theory and practice in vocational counselling and assessment; Good demonstration of the use and application of basic standardized assessment instruments in vocational counselling. |
| C+ C C- | Demonstrated adequate ability to describe and critically analyse theoretical approaches and delivery of vocational counselling; Evidence of sufficient ability to evaluate of practices in vocational exploration and counselling; Demonstration of sufficient ability to integrate theory and practice in vocational counselling and assessment; Adequate demonstration of the use and application of basic standardized assessment instruments in vocational counselling. |
| D | Limited ability to describe and critically analyse theoretical approaches and delivery of vocational counselling demonstrated; Limited evidence of critical evaluation of practices in vocational exploration and counselling; Limited ability to integrate theory and practice in vocational counselling and assessment demonstrated; Insufficient demonstration of the use and application of basic standardized assessment instruments in vocational counselling. |
| F | Failure to demonstrate the ability to describe and critically analyse theoretical approaches and delivery of vocational counselling; Ability to evaluate of practices in vocational exploration and counselling not demonstrated; Ability to integrate theory and practice in vocational counselling and assessment not demonstrated; Failure to demonstrate of the use and application of basic standardized assessment instruments in vocational counselling. |

Part III

1. Keyword Syllabus:

Vocational Counselling, Vocational Theories and Practice, Case Study, Vocational Assessment Tools, Process and Stages of Vocational Counselling, Assessment for Life-Span vocational development and planning, Human Resources, Schools, Community Organization, Professional competence and knowledge in addressing vocational counselling and assessment.

2. Recommended Reading:

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.

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

- Gysbers, N. C., Heppner, M. J., & Johnston, J. A. (2003). *Career counseling: Process, issues, and techniques*. Boston, MA: Allyn and Bacon.
- Drummond, R. J. (2004). *Appraisal procedures for counsellors and helping professions*. (2004). Upper Saddle River, N.J.: Pearson/Merrill/Prentice Hall.
- Harrington, B. (2007). *Career management & work-life integration: Using self-assessment to navigate contemporary careers*. Los Angeles, CA: Sage.
- 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.
- Leung, T. L., & Barak, A. (Eds.). (2001). *Contemporary models in vocational psychology*. Mahwah, N.J.: Lawrence Erlbaum.
- Luzzo, D. A. (2000). *Career counselling of college students: An empirical guide to strategies that work*. Washington, DC: American Psychological Association.
- Osborn, D. S., & Zunker, V. G. (2006). *Using assessment results for career development*. Belmont, CA: Thomson/Brooks/Cole.
- Super, D. E. (1990). A life-span, life-space approach to career development. In D. Brown, & L. Brooks (Eds.), *Career choice and development: Applying contemporary theories to practice* (pp. 197-261). San Francisco: Jossey-Bass.
- Zunker, V. G. (2006). *Career counseling: A holistic approach*. Belmont, CA: Thomson/Brooks-Cole.