

**City University of Hong Kong
Course Syllabus**

**offered by Department of Applied Social Sciences
with effect from Semester B 2017 / 2018**

Part I Course Overview

Course Title:	Issues of Career Guidance for Young People
Course Code:	SS5813
Course Duration:	One semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: (Course Code and Title)	Nil
Precursors: (Course Code and Title)	Nil
Equivalent Courses: (Course Code and Title)	Nil
Exclusive Courses: (Course Code and Title)	Nil

Part II Course Details

1. Abstract

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)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
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%	✓	✓	✓
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
Lectures	Lectures supplemented by power point presentations, videos, and readings.	✓		✓	✓	
Discussions	Class and small group discussions to respond to lectures, presentations, videos, and readings.	✓		✓	✓	
Practice and Demonstrations	Case study, role play and demonstrations of contemporary issues of career guidance for young people.		✓	✓		

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.				Weighting	Remarks
	1	2	3	4		
Continuous Assessment: <u>100 %</u>						
Reflection Paper	✓	✓			35%	
Term Paper	✓	✓	✓	✓	50%	
Practice and Demonstration	✓	✓	✓	✓	15%	
Examination: ____ (duration: _____, if applicable)						
					100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Reflection Paper	1.1 Demonstrate self-reflection from practice experience	High	Significant	Moderate	Basic	Not even reaching marginal levels
	1.2 Sound application of theories for practice reflection	High	Significant	Moderate	Basic	Not even reaching marginal levels
	1.3 Addressing to contextual factors in practice reflection	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Term Paper	2.1 Focus of the paper, quality of literature review	High	Significant	Moderate	Basic	
	2.2 Application of theories and knowledge	High	Significant	Moderate	Basic	Not even reaching marginal levels
	2.3 Evidence and argument	High	Significant	Moderate	Basic	Not even reaching marginal levels
	2.4 Format of citations and reference	High	Significant	Moderate	Basic	Not even reaching marginal levels
	2.5 Organization and presentation of the paper	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Practice and Demonstration	3.1 Participation and completion of in-class practice exercises	High	Significant	Moderate	Basic	Not even reaching marginal levels
	3.2 Demonstration of application experience of career guidance in class workshop	High	Significant	Moderate	Basic	Not even reaching marginal levels

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

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. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

Readings:

1.	Amy, J. (2003). I went to college for this? How to turn your job into a career you love. New York: McGraw-Hill.
2.	Bolles, R. N. (2006). What color is your parachute: A practical manual for job-hunters and career-changers. Berkeley, CA: Ten Speed Press.
3.	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.
4.	Brown, D. (2002). The role of work and cultural values in occupational choice, satisfaction, and success: A theoretical statement. <i>Journal of Counseling and Development</i> , 80, 48-57.
5.	Brown, D. (2007). Career information, career counselling, and career development. New York: Pearson.
6.	Commission on Youth. (2003). Continuing development and employment opportunities for youth. Hong Kong: Commission on Youth.
7.	Duggan, M. H., & Jurgens, J. C. (2007). Career interventions and techniques: A complete guide for human service professionals. New York: Pearson.
8.	Gysbers, N. C., Heppner, M. J., & Johnston, J. A. (2003). Career counseling: Process, issues, and techniques. Boston, MA: Allyn and Bacon.
9.	Holland, J. L. (1996). Exploring careers with a typology: What we have learned and some new directions. <i>American Psychologist</i> , 51, 397-406.
10.	Holland, J. L., Johnston, J. H., & Asama, N. (1993). The vocational identity scale: A diagnostic and treatment tool. <i>Journal of Career Assessment</i> , 1, 1-12.
11.	Super, D. E. (1990). A life-span, life-space approach to career development. In D. Brown, L. Brooks (Ed.), <i>Career choice and development: Applying contemporary theories to practice</i> (pp. 197-261). San Francisco: Jossey-Bass.
12.	Zunker, V. G. (2006). Career counselling: A holistic approach. Belmont, CA: Thomson/Brooks-Cole.