

**City University of Hong Kong
Course Syllabus**

**offered by Department of Social and Behavioural Sciences
with effect from Semester B 2017 /18**

Part I Course Overview

Course Title:	Vocational Counselling and Assessment
Course Code:	SS5814
Course Duration:	1 Semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English 1) Nil for MSocSc in Counselling
Prerequisites: (Course Code and Title)	2) SS5780 Research Design & Analysis in Psychology for MSocSc in Applied Psychology
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

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)

(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.	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%	√		
		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	
1.	<u>Lectures:</u> Lectures supplemented by power point	√	√			

	presentations, videos, and reading materials.					
2.	<u>Discussions:</u> Class or small group discussions to respond to lectures, presentations, video.	√	√		√	
3.	<u>Practice, demonstrations and administration :</u> Case study, role play of vocational counselling with demonstration and administration of assessment tools.			√	√	
4.	<u>Group Project :</u> Group presentation of project on topic related to vocational counselling and assessment.	√	√	√	√	

4. Assessment Tasks/Activities (ATs)

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

Assessment Tasks/Activities	CILO No.				Weighting	Remarks
		2	3	4		
Continuous Assessment: 100 %						
<u>AT1: Term Paper</u> 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.	√	√	√	√	50%	
<u>AT2: Group Presentation</u> 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	√	√	√	√	30%	

<p>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.</p>						
<p><u>AT3: Practice and Demonstration</u> 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.</p>			√	√	20%	
	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. Term Paper	1. Ability to describe and critically analyze theories of vocational counselling and approaches	Highly Significant	Significant	Moderate	Basic	Not even reaching marginal levels
	2. Ability to analyze critically current practice in vocational counselling	Highly Significant	Significant	Moderate	Basic	Not even reaching marginal levels
	3. Application and integrate theory and practice in vocational counselling and assessment	Highly Significant	Significant	Moderate	Basic	Not even reaching marginal levels
	4. Demonstrate use and application of basic standardized assessment instruments.	Highly Significant	Significant	Moderate	Basic	Not even reaching marginal levels
2. Group Presentation	1. Ability to describe and critically analyze theories of vocational counselling and approaches	Highly Significant	Significant	Moderate	Basic	Not even reaching marginal levels
	2. Ability to analyze critically current practice in vocational counselling	Highly Significant	Significant	Moderate	Basic	Not even reaching marginal levels
	3. Application and integrate theory and practice in vocational counselling and assessment	Highly Significant	Significant	Moderate	Basic	Not even reaching marginal levels
	4. Demonstration of use and application of basic standardized assessment instruments.	Highly Significant	Significant	Moderate	Basic	Not even reaching marginal levels
3. Practice and Demonstration	1. Application and integrate theory and practice in vocational counselling and assessment	Highly Significant	Significant	Moderate	Basic	Not even reaching marginal levels
	2. Demonstration of use and application of basic standardized assessment instruments.	Highly Significant	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

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. Reading List

2.1 Recommended texts:

1.	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.
2.	Commission on Youth. (2003). <i>Continuing development and employment opportunities for youth</i> . Hong Kong: Commission on Youth.
3.	Gysbers, N. C., Heppner, M. J., & Johnston, J. A. (2003). <i>Career counseling: Process, issues, and techniques</i> . Boston, MA: Allyn and Bacon.
4.	Drummond, R. J. (2004). <i>Appraisal procedures for counsellors and helping professions</i> . (2004). Upper Saddle River, N.J.: Pearson/Merrill/Prentice Hall.
5.	Harrington, B. (2007). <i>Career management & work-life integration: Using self-assessment to navigate contemporary careers</i> . Los Angeles, CA: Sage.
6.	Holland, J. L. (1996). Exploring careers with a typology: What we have learned and some new directions. <i>American Psychologist</i> , 51, 397-406.
7.	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.
8.	Leung, T. L., & Barak, A. (Eds.). (2001). <i>Contemporary models in vocational psychology</i> . Mahwah, N.J.: Lawrence Erlbaum.
9.	Luzzo, D. A. (2000). <i>Career counselling of college students: An empirical guide to strategies that work</i> . Washington, DC: American Psychological Association.
10.	Osborn, D. S., & Zunker, V. G. (2006). <i>Using assessment results for career development</i> . Belmont, CA: Thomson/Brooks/Cole.
11.	Super, D. E. (1990). A life-span, life-space approach to career development. In D. Brown, & L. Brooks (Eds.), <i>Career choice and development: Applying contemporary theories to practice</i> (pp. 197-261). San Francisco: Jossey-Bass.
12.	Zunker, V. G. (2006). <i>Career counseling: A holistic approach</i> . Belmont, CA: Thomson/Brooks-Cole.