

Course Outline for PCN 10
CAREER AND EDUCATIONAL PLANNING

Effective: Fall 2021

I. CATALOG DESCRIPTION:

PCN 10 — CAREER AND EDUCATIONAL PLANNING — 2.00 units

Exploration of the concept of career, educational and life planning focusing on personal career development through self-assessment. Emphasis on clarification of individual interests, values, needs, abilities and decision making styles, investigation of occupational opportunities in the world of work, and introduction to job search strategies, resume writing and interview skills. Designed for those undecided or uncertain about their career and educational plans.

2.00 Units Lecture

Grading Methods:

Letter or P/NP

Discipline:

- Counseling

	MIN
Lecture Hours:	36.00
Expected Outside of Class Hours:	72.00
Total Hours:	108.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. Examine personal traits and characteristics through the identification and analysis of personality, interests, skills and abilities
- B. Define what success means to him/her by explaining and understanding his/her own needs, wants, motives, and values
- C. Describe and assess his/her various life roles as they relate to societal expectations and role stereotypes
- D. Define and use elements of the career decision-making process
- E. Locate and analyze occupational and educational information and resources
- F. Formulate personal, career and educational goals by assessing and integrating results of all self-evaluation measures
- G. Conduct traditional and non-traditional job searches including (but not limited to) making contacts, networking, writing cover letters and resumes, completing job applications, interviewing, viewing on-line job listings and strategies, and using other internet career related resources
- H. Illustrate knowledge of decision-making models. Describe decision-making style and indicate personal, educational, and career goals
 - I. Integrate course components and formulate a tentative career plan

V. CONTENT:

- A. The psychological foundations of human behavior, including personality and motivation
- B. Theories of occupational choices
- C. Self awareness
 1. Administer and interpret self-evaluation measures, including the areas of motivation, interests, values/work values, skills/abilities, lifestyle preferences, life roles, and decision-making styles. Assessment tools include, but not limited to, the Myers-Briggs Type Indicator and the Strong Interest Inventory
- D. Prioritize and integrate results of all self-evaluation measures
- E. Formulate elements of the life-style desired based on beliefs and values
- F. Barriers to career and educational choices
- G. The job market: facts, trends, and predictions
- H. Determine sources of occupational information including orientation of Career/Transfer Center, Library, and online resources
 - I. Workplaces and work styles
 1. Discussion of alternatives to nine to five: self-employment, cooperatives, intrapreneur, entrepreneur and creative careers
- J. Measure interests in career fields through conducting informational interviews and sharing findings in class
- K. Discuss career and educational interests in class and with instructor
- L. Job search techniques
 1. Learn fundamentals of networking, cover letters, resumes, completing job applications, interviewing, employment listings, on-line listings and strategies

VI. METHODS OF INSTRUCTION:

- A. Psychological tests and inventories
- B. **Discussion** -
- C. In class group activities
- D. **Guest Lecturers** -
- E. **Lecture** -
- F. **Audio-visual Activity** -
- G. Tours of campus resources
- H. **Projects** - Research projects
- I. **Individualized Instruction** - Individual consultations

VII. TYPICAL ASSIGNMENTS:

- A. Complete assigned psychological tests including, but not limited to, the Myers-Briggs Type Indicator and the Strong Interest Inventory.
- B. Write an autobiography focusing on achievements in school, work, family and/or community involvement
- C. Choose three careers and research them in O*NET (online.onetcenter.org), Occupational Outlook Handbook, and Eureka (computerized career information system).
 - 1. Write a research paper on an area of interest related to work and/or education.
 - a. Analyze: a) personality orientation, b) interests, c) skills/abilities, and how they relate to each career choice (attach a copy of the Eureka print out with paper).
- D. Find a current article related to job market trends and/or the economy. Summarize the article and discuss its impact on future career opportunities. Be prepared to lead a class discussion about the article (each presentation should be 5-10 minutes in length).
- E. Conduct an informational interview. Find an individual working (paid or volunteer) in a career field that you wish to explore. Student should conduct a 20-minute interview to investigate the essential components of the occupation. Be prepared to give a summary of the findings to the class.
- F. Participate in "mock" employment interview. Student should be prepared to conduct a mock interview in class using and responding to commonly asked interview questions.
- G. Set a tentative educational and career goal based on course findings.

VIII. EVALUATION:

Methods/Frequency

- A. Quizzes
 - 2-3 Quizzes per semester.
- B. Research Projects
 - At least 2 Career and Analysis handouts. and One Career exploration research paper per semester.
- C. Portfolios
 - Student will create a portfolio at the end of the semester. With Resume and Cover letter included.
- D. Papers
 - Weekly Journals.
- E. Oral Presentation
 - At least one oral presentation.
- F. Projects
 - 1 informational interview project per semester.
- G. Class Participation
 - Class participation expected daily for optimal learning and growth.
- H. Class Work
 - Weekly Discussions and journals.
- I. Home Work
 - Homework readings, journals and written assignments are to be developed by instructor distributed every week.
- J. Lab Activities
 - Students will practice interviewing and networking with other students. At least once per semester.
- K. Other
 - 1. Completion of autobiography
 - a. Once per semester
 - 2. Completion of psychological tests (i.e., Myers-Briggs Type Indicator, Strong Interest Inventory)
 - a. Twice per semester.

IX. TYPICAL TEXTS:

- 1. Ducat, D. (2014). *Turning Points: Your Career Decision Making Guide* (3rd ed. ed.). Upper Saddle River, New Jersey: Prentice Hall.
- 2. Barron-Rieger, B., & Tieger, P. (2014). *Do What You Are: Discover The Perfect Career for You Through the Secrets of Personality Type* (5th ed.). Boston, MA: Little, Brown and Company.
- 3. Bolles, R. (2020). *What Color Is Your Parachute? A Practical Manual for Job-Hunters and Career-Changers* (Rev. ed.). Berkeley, California: Ten Speed Press.
- 4. Sukiennik, D., & Raufman, L. (2015). *The Career Fitness Program: Exercising Your Options* (11th ed.). Upper Saddle River, New Jersey: Pearson Prentice Hall Publishing.
- 5. Fralick, M. (2018). *Career Success* (2nd ed.). Dubuque, IA: Kendall Hunt Publishing Company.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. None