

Career Planning and Life Design
WFED 119 (3 credits) (GHW) – Fall 2025

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Classroom: Osmond Lab 101
August 25-Dec 12, 2025
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Course Overview

This course offers a comprehensive exploration of health and wellness through the lens of life-span career development and personal growth. Students embark on a transformative journey that integrates multiple dimensions of wellness—emotional, spiritual, environmental, physical, social, intellectual, and occupational—while developing career planning strategies that promote lifelong well-being. The curriculum emphasizes self-awareness and identity exploration as foundational to health maintenance, examining how personal identity, strengths, and values contribute to overall wellness, particularly in occupational health, self-actualization, and holistic well-being. Students learn to recognize and navigate the connections between professional choices and health outcomes, understanding how career decisions influence various wellness dimensions while developing strategies for maintaining balance and preventing career-related health risks. Beyond individual wellness, the course examines how students can become advocates for well-being in their professional and community roles, including exploring how organizational leadership can foster collective health and create healthier work environments. Through narrative creation and goal-setting exercises, students develop actionable strategies to identify potential health risks such as burnout, stress, and addiction in career pathways, create preventive measures for maintaining wellness across life stages, design sustainable approaches to work-life balance, and implement health-promoting practices in various professional contexts. The course culminates in the creation of comprehensive career and life plans that integrate professional aspirations with wellness strategies addressing all dimensions of health and the demands of various life roles, preparing students to be successful professionals and advocates for holistic well-being in their communities.

Course Learning Objectives

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

Dimension 1: Multiple Perceptions of Health and Wellness

1. Explore personal dimensions of wellness through self-discovery and strength identification, describing their impact on emotional, social, and occupational well-being.
2. Explain how life roles and responsibilities contribute to social, emotional, and occupational wellness across different life stages.
3. Develop a holistic understanding of well-being by integrating personal values and life themes into career planning, addressing intellectual, spiritual, and emotional dimensions of health.

Dimension 2: Achievement and Maintenance of Wellness

4. Create a personal mission statement that guides wellness decisions and promotes sustainable health practices across multiple dimensions.
5. Apply concepts of personal, proxy, and collective agency to develop strategies for maintaining individual and community wellness.
6. Construct meaningful narratives connecting past, present, and future wellness goals, emphasizing sustainable health practice.

Dimension 3: Risk Factors and Behavioral Changes

7. Identify potential barriers to wellness through examination of hope and human agency, developing strategies to overcome these challenges.
8. Establish specific, measurable wellness goals across various life domains, incorporating risk assessment and behavioral modification strategies.
9. Design proactive strategies for health maintenance through career planning and personal development.
10. Implement agency-based approaches to navigate organizational and societal health challenges, focusing on both individual and collective well-being.

Relevant General Education Learning Objectives

General

- Effective Communication
- Key Literacies
- Critical and Analytical Thinking
- Integrative Thinking

Knowledge Domain: Health and Wellness (GHW)

1. **Describe** multiple perceptions and dimensions of health and wellness (emotional, spiritual, environmental, physical, social, intellectual, and occupational).
2. **Identify** and **explain** ways individuals and/or communities can achieve and maintain health and wellness.
3. **Describe** health-related risk factors and explain changes in knowledge, attitudes, behaviors, activities or skills that have the potential of improving health and wellness.

Text

Niles, S. G., Amundson, N. E., Neault, R., & Yoon, H. J. (2020). *Career flow and development: Hope in action*. Cognella.

Other Reading Materials

- Amundson, N., Goddard, T., Yoon, H. J., & Niles, S. (2018). Hope-centred interventions with unemployed clients. *Canadian Journal of Career Development*, 17(2), 87–98.
- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, 52, 1–26. <https://doi.org/10.1146/annurev.psych.52.1.1>
- Bandura, A. (2008). Toward an agentic theory of the self. In H. W. Marsh, R. G. Craven, & D. M. McInerney (Eds.), *Self-processes, learning, and enabling human potential* (pp. 15–49). Information Age Publishing.
- Hall, D. T. (1996). Protean careers of the 21st century. *The Academy of Management Executive*, 10(4), 8–16. <https://doi.org/10.5465/AME.1996.3145315>
- Niles, S. G., Amundson, N. E., & Yoon, H. J. (2019). Hope-action theory: Creating and sustaining hope in career development. In N. Arthur, R. Neault, & M. McMahon (Eds.), *Career theories and models at work: Ideas for practice* (pp. 283–294). CERIC.
- Rokeach, M. (1973). *The nature of human values*. Free Press.
- Smith, B. A., Mills, L., Amundson, N. E., Niles, S., Yoon, H. J., & In, H. (2014). What helps and hinders the hopefulness of post-secondary students who have experienced significant barriers. *The Canadian Journal of Career Development/Revue Canadienne de Développement de Carrière*, 13(2), 59–74.
- Snyder, C. R. (2002). Hope theory: Rainbows in the mind. *Psychological Inquiry*, 13(4), 249–275.
- Super, D. E. (1980). A life-span, life-space approach to career development. *Journal of Vocational Behavior*, 16, 282–298. [https://doi.org/10.1016/0001-8791\(80\)90056-1](https://doi.org/10.1016/0001-8791(80)90056-1)
- Yoon, H. J. (2019). Toward agentic HRD: A translational model of Albert Bandura’s human agency theory. *Advances in Developing Human Resources*, 21, 335–351. <https://doi.org/10.1177/1523422319851437>
- Yoon, H. J. (2020). Hope-action theory for organizations. *Organization Development Review*, 52(4), 28–34.
- Yoon, H. J., Farley, S. B., & Padilla, C. (2021). Organization development values from a future-oriented perspective: An international Delphi study. *The Journal of Applied Behavioral Science*, 57(3), 323–349. <https://doi.org/10.1177/0021886320957351>
- Yoon, H. J. (2022). Career development and human resource development. In R. A. Swanson (Ed.), *Foundations of human resource development* (3rd ed., pp. 428–435). Berrett-Koehler.
- Yoon, H. J., Bailey, N., Amundson, N. E., & Niles, S. G. (2019). The effect of a career development programme based on the Hope-Action Theory: Hope to Work for refugees in British Columbia. *British Journal of Guidance and Counselling*, 47(1), 6–19. <https://doi.org/10.1080/03069885.2018.1544827>
- Yoon, H. J., In, H., Niles, S. G., Amundson, N. E., Smith, B. A., & Mills, L. (2015). The effects of hope on student engagement, academic performance, and vocational identity. *The Canadian Journal of Career Development/Revue Canadienne de Développement de Carrière*, 14(1), 34–45.

Course Outline

This schedule and topics are subject to change at the discretion of the professor.

Week	Topics	Readings	Individual Milestones	Team Milestones
Week 1 (8/26&28)	Review of the syllabus; self-introduction; course overview Guest speakers – former students		Strength finding activity	
Week 2 (9/2&4)	Uniqueness of self (CLO 1)		The Enneagram personality test (in class)	Team Announcement (9/4)
Week 3 (9/11&13)	Creating and sustaining hope; developing hope-action competencies; understanding Hope-Action Theory and human agency theory (CLOs 2 & 3)	Ch. 1 & Ch. 2 Niles et al. (2019) Yoon (2019)	Hopeful Career State Hope-Action Inventory Take before the class time on 9/11 submit the results along with a reflection by 9/13	Step 0 Due: 9/12 Brainstorming on potential projects (9/13)
Week 4 (9/16&18)	Understanding your passions, skills, and life values (CLO 4) Guest Lecture from Career Services (9/16) - Complete Focus2 Career Self-Assessment - Complete Career Readiness Inventory (CRI) - NACE's 8 competencies	Ch. 3, Ch. 4, & Ch. 5	Career & Well-Being Construction Interview	Team Project Identification (9/18)
Week 5 (9/23&25)	Life values and career values; creating a mission statement (CLOs 4 and 5)	Ch. 6	Identification Personal Mission Statement	Step 1: Problem Definition Theme Registration Forms 1, 2, & 3 Due: 9/26
Week 6 (9/30&10/2)	Connecting with others; identifying roles and responsibilities (CLO 6)	Ch. 7	Interpersonal Connections & Roles for Balanced Wellness Mentor interview preparation	Solution development workshop (10/2)
Week 7 (10/7&9)	Visioning; my life as a book assignment; creating a vision statement; Connecting the world of work; understanding organizational environment (CLO 7)	Ch. 8 & Ch. 10	Vision Statement Draft	Step 3: Solution Development Forms 4 & 5 Due: 10/8 Action Learning Step 4: Solution Decision Form 6 Due: 10/9
Week 8 (10/14&16)	Mid-term week (No class) [Individual] My Life as a Book, All Deliverables and Reflection		Midterm Portfolio (see the Topics section)	Step 5: Action Execution Begins Forms 7 & 8:

	(CLOs 1-7) (10/14) [Team] Action Learning Steps 0-4 with all Forms completed, Peer Evaluation (10/16)			Action Plan Development
Week 9 (10/21&23)	SWOT Analysis (10/21) Goal setting and planning (CLO 8; 10/23)	Ch. 9		Project Implementation Progress Check-ins
Week 10 (10/28&30)	Make the most of opportunities; Turning possibilities into realities (CLO 9) Execution Strategies for Wellness (ERRC)	Ch. 11 & Ch. 12		Project Implementation Progress Check-ins
Week 11 (11/4&6)	Action Learning Project Implementation Adapting at present and future moments; Job-based employee career cycle (CLO 9)	Ch. 14 Yoon (2022)		Intensive Project Work Team progress reviews Evidence collection
Week 12 (11/11&13)	Action Learning Project Implementation Agency and leadership in diverse contexts; Career development in organizations (CLOs 2, 3, and 10)		Mentor interview summary (11/10)	Intensive Project Work Team progress reviews Evidence collection
Week 13 (11/18&20)	Organization development (OD) as a mechanism for collective change; OD values (CLOs 2, 3, and 10)		OD values self-assessment	Tentative Outcome Presentations Step 6: Evaluation and Feedback Form 9 Due: 11/20
Week 14 (12/2&4)	Action Learning Team Presentations (CLOs 9-10) Organizational Applications Agency and leadership Career development in organizations	Yoon (2022) Yoon, Farley, & Padilla (2021)	Submission of a video recording of "My Life as a Book" presentation (12/4)	Formal Team Presentations Link project achievements to organizational implications
Week 15 (12/9&12/11)	My Life as a Book Presentations (Four Students) Course Wrap-Up and Integrative Reflection (CLO 7; 12/9) Course synthesis		Submission of all deliverables (SWOT, goal setting, ERRC, etc.)	Submission of all deliverables (ppt slides, the template, any survey findings, URLs to deliverables)
Week 16 (12/16)	Final exam (CLOs 8-10)		Reflection and Action Plan	Peer Evaluation

Student Evaluation

Students will be evaluated based on the quantity, quality, and timeliness of their efforts.

Methods	Percentage	Notes
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Participation in Discussion Forums and Weekly Assignments (CLOs 1-10)	15%	Active participation is crucial and will be assessed through contributions to discussion forums and submission of weekly ungraded assignments, which will include a peer review component. This will cover all CLOs and ensure students are engaging with the course content, reflecting on their learning, and applying concepts in a collaborative environment.
Attendance (CLOs 1-10)	10%	Regular attendance is vital for a holistic learning experience. This component will ensure students are <u>present and engaged</u> in course activities, lectures, and discussions, facilitating a consistent and immersive learning environment. Attendance to team meetings <u>inside and outside</u> of the classroom will be checked through peer evaluation.
Midterm Submission (CLOs 1-7)	25%	[Individual] This will consist of a portfolio submission covering CLOs 1-7, including key projects like "My Life as a Book," vision statements, and mission statements. This portfolio demonstrates students' progress and application of course concepts to their personal and career planning from a holistic well-being perspective. [Team] For the team project, submission of Forms 1 through 8 with the team building results (Step 0) is required, along with a collective reflection.
Midterm Reflection (CLOs 1-7)	10%	In addition to the portfolio, students will submit a reflective piece that assesses their personal development journey, integrating insights from their coursework and how it applies to their future plans for holistic well-being, addressing CLOs 1-6.
Final Submission (CLOs 2, 3, 4 and 8-10)	25%	[Individual] Similar to the midterm, the final submission will include a comprehensive portfolio that encapsulates the entire course's scope, focusing on CLOs 2, 3, 4, and 8-10. This portfolio should reflect the culmination of the student's learning and planning for their career and life design. [Team] In addition, for the team project, a report on the selected team project action learning using a template provided is required.

Presentations (CLOs 7-10)	5%	Toward the end of the semester, students will make presentations about lessons learned from their individual as well as group projects. For classes with a large number of students, video recordings may be required in place of live presentations.
Final Exam (CLOs 1-10)	10%	A reflective submission that synthesizes the learning across the course, focusing on future applications and personal growth. This reflection will address all CLOs, encouraging students to articulate their learning journey and action plans.

Grading

The final course grade will be determined on the following point distribution. Please note that scores falling below 64 points will receive a grade of “F.”

Grade	Score Range	Grade	Score Range
A	93-100	B-	80-82.99
A-	90-92.99	C+	77-79.99
B+	87-89.99	C	74-76.99
B	83-86.99	D	64-73.99

Please refer to the University Faculty Senate Policy [Section 47-00](#), [48-00](#), and [49-00](#) for details about grading. For Deferred Grades (DF) see [Section 48-40](#), and for withdrawal from the course, see [Section 48-20](#).

Course Policies

Assignment Due Dates

Late assignments will result in a 10% deduction in grade for the initial due date, and every additional week the assignment is late, an additional 10% will be deducted.

Attendance Policy

Regular class attendance is crucial for a holistic learning experience and contributes significantly to academic success. Let's collaboratively ensure a conducive and effective learning environment.

Sign-In Procedure:

- Regular attendance contributes to 10% of your final grade.
- A QR code to take attendance will be presented at the beginning of each class session. Ensure you mark your presence. Late submission could be considered as arriving late. If you are late by more than 20 minutes, it will be considered as being absent. If you could not capture the QR code due to a technical difficulty, please take a selfie capturing the instructor in the scene and send it to the TA (the captured time needs to be within the first 20 minutes).

- If you arrive more than 10 minutes after the class starts or leave before its conclusion, your attendance for that day will be considered partial, leading to a deduction of up to 70% of the attendance score for that session.
- If you leave early without the instructor's permission, your attendance will be marked "absent."
- Capturing the QR code only without being present throughout the class is an academic integrity issue, and it will be addressed seriously.

Integrity Matters:

- Attempting to sign in on behalf of another student is strictly prohibited and is a violation of academic integrity.
- Should any student be found signing in for someone else, the matter will be escalated to the Office of Student Conduct.
- Periodic checks will be conducted to ensure the authenticity of signatures.

Missed Classes:

- If for any reason you miss a class, it is essential to complete a Class Reflection Assignment to make up for the attendance. This assignment serves as the avenue to compensate for your absence and avoid deductions.

Ongoing Medical or Personal Issues:

- For students facing medical or personal challenges that might cause multiple missed classes or a prolonged absence, timely communication with the course administrative team is crucial. We aim to support and accommodate your needs within the parameters of the course policy.

Generative AI Usage Policy

Purpose:

This course emphasizes personal reflection, introspection, and unique perspectives. The objective is to facilitate authentic self-analysis and understanding. With the rise of Generative AI platforms, such as ChatGPT, it is imperative to set clear guidelines for their use in this course.

Authenticity of Submissions:

All assignments, reflections, and submissions should represent the student's original thoughts, beliefs, experiences, and interpretations.

Generative AI (ChatGPT, Claude, Google Gemini, etc.):

While students are free to consult Generative AI for general ideas or to gather information, copying the entire output directly from the output provided by Generative AI is strictly prohibited. For reflection type questions or assignments, consulting with Generative AI is forbidden. Even with some typos, it is better to rely on your own thoughts when it comes to reflections.

The essence of this course revolves around the individual's journey and experiences. Using AI-generated content bypasses the critical process of self-reflection.

Detection and Consequences:

In cases where a submission is suspected to be generated via Generative AI, it will be thoroughly reviewed.

If confirmed, the submission will be awarded a score of "zero." Further breaches may result in additional academic penalties or escalation to higher academic authorities.

Ethical Responsibility:

Embracing authenticity in submissions not only upholds academic integrity but also enriches the student's learning journey. Artificial intelligence, while valuable, cannot replicate an individual's unique life experiences and personal growth.

Academic Integrity Statement

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment by all members of the University community not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

Affirmative Action & Sexual Harassment

The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities.

Penn State prohibits discrimination or harassment against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status. See <http://affirmativeaction.psu.edu> for further information on these policies. Direct all inquiries to the Affirmative Action Office, 328 Boucke Building, 863-0471.

Disability Accommodation Statement

Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. Student Disability Resources (SDR) website provides contact information for every Penn State campus (<http://equity.psu.edu/sdr/disability-coordinator>). For further information, please visit Student Disability Resources website (<http://equity.psu.edu/sdr/>).

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: See documentation guidelines (<http://equity.psu.edu/sdr/guidelines>). If the documentation supports your request for reasonable accommodations, your campus disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early as possible. You must follow this process for every semester that you request accommodations.

Counseling And Psychological Services Statement

Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental

health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

- Counseling and Psychological Services at University Park (CAPS)
- (<http://studentaffairs.psu.edu/counseling/>): 814-863-0395
- Counseling and Psychological Services at Commonwealth Campuses
(<https://senate.psu.edu/faculty/counseling-services-at-commonwealth-campuses/>)
- Penn State Crisis Line (24 hours/7 days/week): 877-229-6400
- Crisis Text Line (24 hours/7 days/week): Text LIONS to 741741

Educational Equity/Report Bias Statements

Consistent with University Policy AD29, students who believe they have experienced or observed a hate crime, an act of intolerance, discrimination, or harassment that occurs at Penn State are urged to report these incidents as outlined on the University's Report Bias webpage (<http://equity.psu.edu/reportbias/>)