

Las Positas College
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Course Outline for PSCN 10A
CAREER ASSESSMENT TESTING
Effective: Spring 2017

I. CATALOG DESCRIPTION:
PSCN 10A — CAREER ASSESSMENT TESTING — 2.00 units

No longer taught

2.00 Units Lecture

Grading Methods:

Letter or P/NP

Discipline:

	MIN
Lecture Hours:	36.00
Total Hours:	36.00

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, Learning Resource Center, and computer 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, job shadowing, 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:

A. **Methods**

- 1. Quizzes
- 2. Portfolios
- 3. Papers
- 4. Oral Presentation
- 5. Projects
- 6. Class Participation
- 7. Class Work
- 8. Home Work
- 9. Lab Activities

B. **Frequency**

- 2-3 Quizzes per semester
- 1 informational interview project per semester
- 1 final career research paper at end of semester (Portfolio)
- 1-2 oral presentations per semester
- Class participation expected daily for optimal learning and growth
- Homework readings, journals and written assignments are to be developed by instructor

IX. TYPICAL TEXTS:

- 1. (2014). *Turning Points: Your Career Decision Making Guide* (3rd ed. ed.). Upper Saddle River, New Jersey: Prentice Hall.
- 2. (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. (2015). *What Color Is Your Parachute? A Practical Manual for Job-Hunters and Career-Changers* (Rev. 2016 ed.). Berkeley, California: Ten Speed Press.
- 4. Sukiennik, D., Bendat, W., & Raufman, L. (2015). *The Career Fitness Program: Exercising Your Options* (11th ed.). Upper Saddle River, New Jersey: Pearson Prentice Hall Publishing.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. None