



The University of Southern Queensland

## Course specification

The current and official versions of the course specifications are available on the web at <http://www.usq.edu.au/coursespecification/current>.  
Please consult the web for updates that may occur during the year.

### Description: Career Assessment and Development

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
PSY	3101	84267	3, 2008	EXT	1.00	Toowoomba

<b>Academic group:</b>	FOSCI
<b>Academic org:</b>	FOS005
<b>Student contribution band:</b>	1
<b>ASCED code:</b>	090701

### STAFFING

Examiner: Tony Machin  
Moderator: Yong Goh

### REQUISITES

Pre-requisite: PSY2010

### RATIONALE

Many adults will change careers a number of times during their working life. A holistic approach to career counselling will consider all aspects of an individual's life as integral parts of the career decision-making process.

### SYNOPSIS

This course focuses on giving students a solid foundation in career development principles as well as practice in using assessment results to increase clients' self-awareness and make rational career choices. Students will acquire rudimentary knowledge of using assessment results in a variety of counselling situations. The career development of adults in organisations will be a particular focus of this course.

### OBJECTIVES

On successful completion of this course students will have demonstrated competence in the following areas:

1. extensive knowledge of a conceptual model for the use of assessment results in career counselling (Exam);
2. administering, scoring and reporting the results of a range of assessment instruments (Assignment 1, Exam);
3. self-awareness of one's own career development issues (Assignment 1).

## TOPICS

	Description	Weighting (%)
1.	Conceptual models for use of assessment results in career counselling	15.00
2.	Using cognitive ability assessments in career interventions	15.00
3.	Using vocational interest assessments in career interventions	15.00
4.	Using personality inventories in career interventions	15.00
5.	Assessing career decision-making difficulties	15.00
6.	Integrating career assessment results	15.00
7.	Comparing career counselling theories and models	10.00

## TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Osborn, D.S. & Zunker, V.G. 2006, *Using assessment results in career development*, 7th edn, Thomson Brooks/Cole, Pacific Grove, CA.

Zunker, V.G. 2006, *Career counselling: A holistic approach*, 7th edn, Thomson Brooks/Cole, Pacific Grove, CA.

## REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Albion, M.J. 2000, *Developing and validating a model of career decision making (Unpublished dissertation)*, University of Southern Queensland, Toowoomba.

Liptak, J.J. 2001, *Treatment Planning in Career Counselling*, Thomson Learning, Belmont, CA.

Patton, W. & McMahon, M. 1999, *Career development and systems theory: A new relationship*, Brooks/Cole, Pacific Grove, CA.

Patton, W. & McMahon, M. (Eds) 1997, *Career development in practice: A system theory perspective*, New Hobsons Press, North Sydney.

Prince, J.P. & Heiser, L.J. 2000, *Essentials of Career Interest Assessment*, John Wiley, New York.

Savickas, M.L. & Walsh, W.B. (Eds) 1996, *Handbook of career counselling: Theory and practice*, Davis-Black Publishing, Palo Alto, CA.

Special issue of the Journal of Vocational Behaviour 2001, Vocational Psychology in the Next Decade, , Available online at <http://www.usq.edu>, Vol 59, no.2, pp167-290.

(This is available online via the library website.)

Stevens, P. 1996, *Designing career development workshops*, 2nd edn, Centre for Worklife Counselling, Sydney.

Walsh, W.B. & Osipow, S.H. (Eds) 1995, *Handbook of vocational psychology: Theory research and practice*, 2nd edn, Lawrence Erlbaum Associates, Northvale, NJ.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	30.00
Directed Study	70.00
Examinations	2.00
Private Study	60.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
ASSIGNMENT 1	100.00	50.00	09 Jan 2009
2 HOUR OPEN EXAMINATION	100.00	50.00	END S3 (see note 1)

### NOTES

1. Examination dates will be available during the Semester. Please refer to the examination timetable when published.

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:  
It is the student's responsibility to participate actively in all course activities and to study all course materials, so as to be informed of all course academic and administrative actions and policies, and to maximize his/her chance of meeting the objectives of the course.
- 2 Requirements for students to complete each assessment item satisfactorily:  
To satisfactorily complete an assessment item a student must achieve at least 50% of the marks or a grade of at least C-. Students do not have to satisfactorily complete each assessment item to be awarded a passing grade in this course. Refer to Statement 4 below for the requirements to receive a passing grade in this course.
- 3 Penalties for late submission of required work:  
If students submit assignments after the due date without (prior) approval of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
- 4 Requirements for student to be awarded a passing grade in the course:  
To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course.
- 5 Method used to combine assessment results to attain final grade:  
The final grades for students will be assigned on the basis of the aggregate of the weighted marks/grades obtained of the summative assessment items in the course.

- 6 Examination information:  
Candidates may have access to any material during the Open examination except the following: electronic communication devices, bulky materials, devices requiring mains power and material likely to disturb other students.
- 7 Examination period when Deferred/Supplementary examinations will be held:  
Any Deferred or Supplementary examinations for this course will be held during the examination period at the end of the semester of the next offering of this course.
- 8 University Regulations:  
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

## **ASSESSMENT NOTES**

- 9 Students must have internet access and regularly access the USQ Study Desk throughout the course.
- 10 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner.
- 11 Students must retain a copy of each item submitted for assessment. This must be produced within five days if required by the Examiner.
- 12 The examiner may grant an extension of the due date of an assignment in extenuating circumstances.
- 13 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.
- 14 Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the examiner of the course to negotiate such special arrangements
- 15 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded: IDS (Incomplete - Deferred Examination); IDM (Incomplete - Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).