

## Subject Description Form

<b>Subject Code</b>	APSS567														
<b>Subject Title</b>	Career Counselling: Theories and Practice														
<b>Credit Value</b>	3														
<b>Level</b>	5														
<b>Pre-requisite / Co-requisite / Exclusion</b>	Nil														
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Individual Paper</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>2. Seminar Presentation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>3. Participation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Individual Paper	50%	0%	2. Seminar Presentation	10%	30%	3. Participation	10%	0%
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<ul style="list-style-type: none"> <li>The grade is calculated according to the percentage assigned;</li> <li>The completion and submission of all component assignments are required for passing the subject; and</li> <li>Student must pass all component(s) if he/she is to pass the subject.</li> </ul>															
<b>Objectives</b>	To enable students to become reflective and competent practitioners in planning, implementing and evaluating career counselling programmes/services in work settings. Students would also be equipped with theories and skills in working effectively with the target service groups.														
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. integrate the broad foundation of knowledge with the professional knowledge and skills for career counselling practice in resolving problems with clients in various human service settings.</li> <li>b. understand the various approaches to career counselling in a professional and ethical manner.</li> <li>c. apply and integrate knowledge and theories from related disciplines when addressing to career counselling practice.</li> </ol>														

	d. acquire knowledge on the latest developments in the field of practice in order to ensure continual development as reflective practitioners in career counselling practice.																																		
<b>Subject Synopsis / Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>1. Career Counselling in Contemporary Contexts;</li> <li>2. Understanding Career and Career Behaviour: Theories and Approaches;</li> <li>3. Life Transitions and Career Development;</li> <li>4. Empowering Life Choices;</li> <li>5. Helping People Understand and Respond to change in the Workplace and Family Life: The Hong Kong Situation;</li> <li>6. The Career Counselling Process I: Selected Techniques and Instruments;</li> <li>7. The Career Counselling Process II: Interpreting Information and Forming Hypotheses;</li> <li>8. The Career Counselling Process III: Concrete Action Plans, Evaluation and Termination;</li> <li>9. Roles and Functions of the Career Counselling Personnel.</li> </ol>																																		
<b>Teaching / Learning Methodology</b>	Students are expected to be active learners in the class. Built into the lectures are case discussion and project assignments to enable students' participation and contribution. Role plays, demonstration and exercises will also be used in class and seminar sessions.																																		
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">Specific assessment methods / tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Individual Paper</td> <td>50%</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> </tr> <tr> <td>2. Seminar Presentation</td> <td>40%</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> </tr> <tr> <td>3. Participation</td> <td>10%</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> </tr> <tr> <td><b>Total</b></td> <td><b>100%</b></td> <td colspan="4"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p>	Specific assessment methods / tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Individual Paper	50%	√	√	√	√	2. Seminar Presentation	40%	√	√	√	√	3. Participation	10%	√	√	√	√	<b>Total</b>	<b>100%</b>				
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	Assessment is targeted at students' ability of conceptualization and application as reflected in the individual term paper and seminar presentation of a career counselling case or project. Participation and contribution in seminars are also assessed to encourage exchange of views and giving feedback which are conducive to learning.	
<b>Student Study Effort Expected</b>	<b>Class contact:</b>	
	▪ Lecture	27 Hrs.
	▪ Seminar and Workshop	12 Hrs.
	<b>Other student study effort:</b>	
	▪ Reading prescribed book chapters and articles	30 Hrs.
	▪ Viewing prescribed videotapes & practice	15 Hrs.
	▪ Preparing for practice-based project and presentation	30 Hrs.
	<b>Total student study effort</b>	114 Hrs.
<b>Reading List and References</b>	<p>Brown. (2016). <i>Career information, career counseling, and career development</i> (Eleventh edition..). Pearson. Niles, H.-B., and Harris-Bowlsbey, J. (2017). <i>Career Development Interventions</i>. Fifth ed. Boston: Pearson.</p> <p>Andersen, P. &amp; Vandehey, M. (2012). <i>Career counseling and development: In a global economy</i>. (2th ed.). Brooks/Cole-Cengage Learning.</p> <p>Maree, J. G. (2019) <i>Handbook of Innovative Career Counselling</i>. CH: Springer.</p> <p>Osborn, D. S., and Vernon G. Z. (2016). <i>Using Assessment Results: Career Development</i>. Ninth ed. Boston, MA: Cengage Learning.</p> <p>Sharf, R. S. (2013). <i>Applying career development theory to counseling</i> (6th ed.). Belmont, Calif.: Brooks/Cole, Cengage learning.</p> <p>Zunker, V. G. (2012). <i>Career counseling: A holistic approach</i> (8th ed.). Brooks/Cole-Cengage Learning.</p> <p>Yuen, Beamish, Solberg, Yuen, Mantak, Beamish, Wendi, &amp; Solberg, V. Scott H. (2020). <i>Careers for students with special educational needs perspectives on development and transitions from the Asia-Pacific Region</i>. Springer Singapore Pte. Limited.</p>	