

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

DSPTS 642D

COURSE TITLE

LIFE MANAGEMENT/CAREER PREP

TYPE COURSE

NON-FEE

CATALOG COURSE DESCRIPTION

This course is designed for students with disabilities to promote independence by teaching career and life planning, and setting short and long term goals. Topics include personal development and characteristics for work, job search strategies and techniques, identifying community resources, and developing a career and life action plan. (FT)

LECTURE/LABORATORY HOURS

54

ADVISORIES

NONE

RECOMMENDED SKILL LEVEL

NONE

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication
SDCE students demonstrate effective communication skills.
3. Critical Thinking
SDCE students critically process information, make decisions, and solve problems independently or cooperatively.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

4. Personal and Professional Development

SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self advocacy skills to cope with changing situations in their lives.

COURSE GOALS

1. Understand personality types, personal values, and interests pertaining to life management.
2. Understand how to prepare for a career that relates to personal skills and interests.
3. Introduce job search skills to identify labor market trends.
4. Learn about steps in job search process and necessary employment materials.
5. Learn coping strategies to manage mental health and personal wellness.
6. Learn about agencies in the community that will create pathways to personal wellness and a career.
7. Learn how to create an action plan outlining life and career goals.

COURSE OBJECTIVES

1. Explain how the assessment of personal characteristics such as values, skills, interests, life roles, and personality relate to effective career and life decisions.
2. Develop a career decision-making model based on work and life values.
3. Demonstrate the ability to research print and web-based information about labor market, occupations, and careers.
4. Explain the concept of career development across the life span.
5. Identify community resources that can provide career assistance and personal wellness services.
6. Develop coping strategies to manage personal wellness and mental health.
7. Create an action plan outlining life and career goals and steps to achieve those goals.

SECTION II

COURSE CONTENT AND SCOPE

1. Introduction to Career and Life Planning
 - 1.1. Career development theory
 - 1.2. Steps to career planning
 - 1.3. Overview of life and career stages
2. Assessment of Personal Characteristics
 - 2.1. Values
 - 2.2. Personal skills
 - 2.3. Skills needed for job acquisition
 - 2.4. Interest inventories
 - 2.5. Abilities
 - 2.6. Personality types
3. Personal Characteristics for Work
 - 3.1. Social roles in life

COURSE CONTENT AND SCOPE (CONTINUED)

- 3.2. Transferable skills
- 3.3. Diversity in the workplace
- 3.4. Societal influences on career choices
- 3.5. Education and training needed for short-term and long-term employment
4. Current Labor Market Trends
 - 4.1. The changing nature of the workplace
 - 4.2. Trends that affect career planning in the new global economy
 - 4.3. Resources and current occupational information
 - 4.4. Diversity in the workplace
5. Job Search Strategies and Techniques
 - 5.1. Using informational interviews to explore career information
 - 5.2. Completing employment applications
 - 5.3. Effective resume and cover letter writing strategies
 - 5.4. Interviewing strategies and techniques to market oneself
 - 5.5. Benefits of networking
6. Life Management Skills
 - 6.1. Physiological, psychological, and behavioral aspects of stress
 - 6.1.1. Mental health issues
 - 6.1.1.1. Depression
 - 6.1.1.2. Anger
 - 6.1.1.3. Anxiety
 - 6.1.1.4. Self-esteem
 - 6.1.1.5. Medication management
 - 6.2. Sources of Stress
 - 6.3. Stress Reduction Strategies
 - 6.4. Relaxation Techniques
 - 6.5. Personal Wellness
 - 6.5.1. Good nutrition
 - 6.5.2. Grooming
 - 6.5.3. Exercise
 - 6.5.4. Meditation
 - 6.5.5. Assertiveness training
 - 6.5.6. Time management skills
7. Community Resources
 - 7.1. Department of Rehabilitation
 - 7.2. Employment Development Department
 - 7.3. Transportation systems
 - 7.4. Social Security Administration
 - 7.5. Libraries
 - 7.6. Mental health agencies
8. Career/Life Action Plan
 - 8.1. Setting short and long term goals
 - 8.2. Encountering obstacles
 - 8.3. Techniques to overcome obstacles
 - 8.4. The integration of career/life balance
 - 8.4.1. Top priorities
 - 8.4.2. Values in career planning

COURSE CONTENT AND SCOPE (CONTINUED)

- 8.4.3. Life planning
- 8.4.4. Leisure

APPROPRIATE READINGS

Appropriate readings may include, but are not limited to, instructor written materials and materials designed for disabled students, instructor selected URLs, and publications related to the employment process.

WRITING ASSIGNMENTS

Typical writing assignments may include, but are not limited to, preparing text for assigned projects, individual worksheets or workbooks, form completions, creative writing and journaling, personal correspondence, and letter or speech writing.

OUTSIDE ASSIGNMENTS

Outside assignments may include, but are not limited to, reading texts and reference resources; research as needed to complete projects; and organizing and preparing written information to assigned documents.

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Assignments which demonstrate critical thinking may include, but are not limited to, small and large group activities in problem solving, individual activities that require applying facts or information learned in class, and group research assignments to gather information on community resources.

EVALUATION

Students will be evaluated on the basis of: pre and post assessments; Student Learning Outcome assessments for the course; rubrics assessments; participation in class; instructor observation of in-class activities; journal entries; homework completion, timeliness, and accuracy; in-class exercises and projects, and attendance.

METHOD OF INSTRUCTION

Methods of instruction may include, but are not limited to, group and individual instruction via lecture and/or discussion, large and small group activities, demonstrations or hands-on instruction, laboratory, role play, handouts and written exercises, audio-visual study aids, computer-aided instruction, guest speakers, and field trips. This course, or sections of this course, may be offered through distance education.

TEXTS AND SUPPLIES

Textbooks may include, but are not limited to:

Planning Your School-to-Career Transition: Skills for Work and Life Success, John J. Liptak,
JIST Publishing, current edition

PREPARED BY: Krystle Taylor DATE: March 21, 2017

REVISED BY: _____ DATE: _____

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002
Continuing Education Catalog