

**Quinsigamond Community College**  
**PSY 115-03, Self Assessment and Career Planning**  
**Spring, 2013**  
**Instructor: Maura Tighe Stickles**  
**Telephone: 508-854-4533**  
**E-Mail: [mauras@qcc.mass.edu](mailto:mauras@qcc.mass.edu)**  
**Office Location: 427A**  
**Office Hours: Tuesday: 8:30-9:30 am**  
**Wednesday, 9:00-10:00 am**

**Course Description:**

This course emphasizes self-discovery, the workplace, life decisions, and career/future planning within a multicultural framework. Students explore psychological theories and apply those theories to their own personal situations to formulate career/life plans. Students identify their abilities and explore their values, interests, motives, motivations, behaviors, personalities, and interaction styles. Students acquire and develop skills for career planning, job searching and understanding job satisfaction. Students develop an e-portfolio that integrates information developed through the self-assessment and career development process.

**Course Textbook:**

Department of Psychology, Quinsigamond Community College (2012)  
Opening Doors: A Complete Guide to Success at QCC and Beyond, 3<sup>rd</sup> Edition  
Plymouth, MI: Hayden McNeil

John Holland  
Self Directed Search, Online Assessment  
Psychological Assessment Services, Inc.  
(3x5 note card with access code information available in the QCC Bookstore. Once purchased, you are not able to return the note card with access information).

**Course Objectives:**

*Upon successful completion of this course, students will have demonstrated the following:*

1. Describe the context in which career-related decisions are made in the 21st century.
2. Describe and use a model for making decisions and transitions that can be applied again and again throughout life.
  1. Specify the life roles that they would choose to play at a given life stage and how these would interact with each other.
  2. Describe personal characteristics identified through a knowledge of Holland's theory; results of inventories of interests, skills, and values; and activities
  3. Identify a group of occupations that meet the criteria suggested by these characteristics and goals.
  4. Identify and select the training needed to enter one or more of the favored occupations.
  5. Present skills and documents that will assist in the job-search process.
  6. Understand how needs and wants relate to values
  7. Understand stereotypes and their influences on the job
  8. Specify how to organize and conduct a successful job hunt
  9. Design a professional resume
  10. Design a professional cover letter
  11. Describe the concept of personality
  12. Describe/Understand the relationship between values and motivation

**Instructional Methods:**

Lecture  
Group Work  
Classroom Discussion  
Assessment Completion  
On-Line, Web Based Activities

**Course Grading:**

Weekly Discussion Board Participation	20%
Weekly Assignments/Assessments/Learning Activities	40%
Two scheduled 1:1 Meetings with Instructor)	10% (each meeting is worth 5% of your total grade – if you miss your scheduled meeting is imperative that you contact me ASAP! Failure to do so will result in a zero for the scheduled meeting).
Attendance	15%
2 Resumes/2Cover Letters	15%
Total	100%

**OCC Grading System:**

*Your final letter grade will be determined as follows:*

Academic	Grades	Points
A	95-100	4.0
A-	90-94	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	60-Below	0.0

**Assignment Breakdown:**

**Weekly Discussion Board Posts 20%:**

You are required to participate in the blackboard “question of the week discussion board”. I will provide you with the question of the week on Thursday mornings. You will be required to share your initial response/thoughts/comments by the following Sunday evening at 11:00pm. Late posts will not be accepted! It is my hope that this will promote an opportunity to engage in meaningful discussions with your peers. I can’t stress the importance of this weekly assignment – remember they are worth 20% of your final grade. You must participate/post to the weekly discussion board each week. In addition you must read 80% of all posts to each board.

I will evaluate your weekly posting based on the following criteria:

<b>Discussion Board Rubric</b>	<b>3</b>	<b>2</b>	<b>1</b>
Language	Clear and proper Language. Spelling And Grammar	Minors Errors (No more than 3 errors)	Significant Errors in Spelling Grammar and Punctuation
Ideas	Expressed ideas Are clearly stated and supported	Ideas are not always clear and/or supported by evidence	Ideas are not clearly stated or supported by evidence
Relevance	Comments are relevant To discussion question	Comments are inconsistent. Parts may be Relevant but other Parts may seem tangential	Comments Have little or no relevance to the topic of discussion
Students Interaction/ Response To other Students’ weekly postings	Student has posted at least once responding to the question of the Week and responded at least 1x to fellow students comment(s) Initial post MUST be made by Sunday, 11:00 pm!	Student has posted at least once responding to the question of the week and responded at least 1x to fellow student’s	Student has posted at least once to the question of the week.
Number of posts Read each week	80%	70 – 79%	less than 70%

### Assignment/Assessments, 40%

Each week you will be responsible for completing self-assessment and/or career planning assignments. Each week there will be at least several assignments. All of these assignments are critical and must be completed in a timely fashion. Each week our new chapter/work will build upon work that has been completed so it is very important to make sure that you keep up and don't fall behind. I will evaluate your weekly assignments and provide timely feedback. You can expect to spend any where between 2-4 hours per week on assignments/assessments. **Late assignments will not be accepted! A zero will be recorded for each missed assignment!**

The following are resources that will be very important for you to access as you complete your assignments:

1. [www.qcc.kuder.com](http://www.qcc.kuder.com)

(This link provides you with access to the Kuder Career Portfolio. We will be utilizing this resource frequently as we move through the semester). You must register to access various assessments and your portfolio. The steps to register are noted below:

1. Go to [www.qcc.kuder.com](http://www.qcc.kuder.com)
2. Click on new users
3. Create a unique user name and password  
(*There is a question that asks you for a "J" code # - I will provide the "J" code to you during the second week of class*).
4. Click Register
5. There are several options within the portfolio. Those options include,
  - \* Assessment Results
  - \* Plan for the Future
  - \* Explore Careers
  - \* Select a Major
  - \* Choose a College
  - \* Get a Job

(*The great news is that you will have lifelong access to your portfolio*)

### Individual Meetings with Instructor, 10%:

\*\*\*\* You must meet with me individually 2 times during the course of the semester. During these meetings we will discuss your assessments, review your portfolio and discuss your thoughts re: career and educational planning.

**Individual Meetings: Each individual meeting is worth 5% of your total grade, total: 10%**

### Attendance 15%:

It is imperative that you attend class. If you must be absent from class it is your responsibility to contact me as soon as possible. This is a class where your success directly connects to your attendance. Your ability to complete and submit assignments requires your attendance and participation. As noted above, late assignments will not be accepted. If you have any questions re: in class attendance please ask. If you must miss class, it is your responsibility to connect with me to obtain missed work/assignments!

Class Attendance: no more than 1 absence = 15%  
2 absences = 10%  
3 absences = 5%  
4 or more absences = 0%

**Resume and Cover Letter Completion, 15%**

By May 8, 2013 you will have completed 2 professional resumes and 2 cover letters that will be in your portfolio. Your portfolio has the capacity to store up to 5 working resumes and cover letters.

Your resume will be graded based on the following criteria:

<b>Resume and Cover Letter Rubric</b>	
Looks attractive and is accurate in spelling, Punctuation and format.	5 points
Short Statement describing job you want What is your objective/Statement Indicating objective	3 points
States Skills (not just courses taken/degrees earned) Summarizes skills in a concise effective way	3 points
Summary of part time and full time jobs (Resume)	3 points
3 listed References	1 point
<b>Total possible points = 15.</b>	

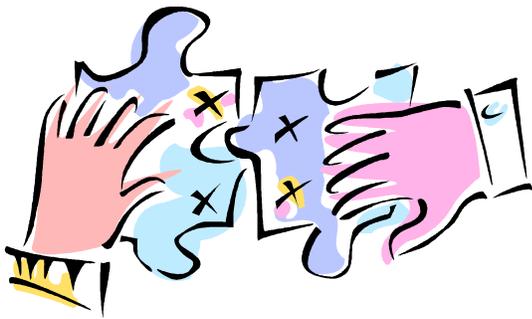
### **Communicating with Me:**

**Please know that I check my email frequently. You can usually anticipate hearing back from me within 24 hours. I have provided my college e-mail address on the front page of the syllabus. You also have my telephone number at the office in case there is something that you need to talk about.**

**I will also commit to providing prompt feedback on all of your assignments. Seems only fair, if you submit your assignments according to schedule then I must provide feedback in a timely manner as well.**

**Each week I will facilitate the discussion board question of the week. Please know that I am very interested in what you have to say!**

**Please know that I look forward to working with all of you this semester.**



### **Concerning Students with Special Needs:**

Every effort will be made to meet the needs and various learning styles of students in this course. It is of the utmost importance that you inform me at the beginning of the semester of your particular needs. If you have concerns about this course, please make an appointment with me. If your concerns are about a learning disability or another specific need, please email me privately or connect with a learning specialist at the QCC Learning Assistance Center, 508-854-7429.

### **Plagiarism Statement – The QCC Student Handbook**

“Cheating, plagiarism, submitting another person’s work as your own, or doing work for which another person will receive academic credit constitutes academic dishonesty. This includes, but is not limited to the following:

- Unauthorized use of books, notebooks, or any other source in order to secure  
Or give help during examinations
- Unauthorized copying or possession of examinations, assignments, reports, or term papers
- Presentation of other’s assignments, reports, or term papers as one’s own work
- Presentation of unacknowledged material, in whole or I part, as one’s own work.

Any case of plagiarism will be considered a very serious violation of the College’s academic regulations. Instructors will report instances of plagiarism to appropriate College officials.”

## Course Outline

Please note that all learning activities are clearly stated with student expectations explained in each module as we progress through the semester.

Session	Reading Assignment
Week 1 Week 2	Module 1:  Chapter 1, Opening Doors: Getting to Know QCC
Week 3	Module 2:  Chapter 2, Academic Resources
Week 4	Module 3:  Chapter 3, Promoting Academic Success  <a href="http://www.qcc.kuder.com">www.qcc.kuder.com</a> Online Portfolio Development Begins.
Week 5	Module 4:  Chapter 4, Educational Skills (First portfolio reviews begin – 1 on 1 meetings with instructor scheduled)  <i>Online Learning Styles Inventories to be completed!</i>
Week 6	Module 5:  Chapter 5, Self – Assessment - Engagement  <a href="http://www.qcc.kuder.com">www.qcc.kuder.com</a> Online Portfolio Development continues. <i>3 online assessments will be completed.</i>
Week 7	Module 6:  Chapter 6, Self Assessment - Balance  <a href="http://www.qcc.kuder.com">www.qcc.kuder.com</a> Online Portfolio Development continues.  <i>Holland Online Inventory to be completed.</i>
Week 8	Module 7:  Chapter 7, Educational and Career Exploration  <a href="http://www.qcc.kuder.com">www.qcc.kuder.com</a> Online Portfolio Development Continues.
Week 9	Module 7 continued:

	<p><b>Chapter 7, Educational and Career Exploration</b></p> <p>(Second portfolio reviews begin – Individual meetings with the instructor scheduled)</p>
<b>Week 10</b>	<p><b>Module 7 continued:</b></p> <p><b>Chapter 7, Educational and Career Exploration</b></p> <p><b>Exploring Career Options!</b></p>
<b>Week 11</b>	<p><b>Module 8:</b></p> <p><b>Chapter 8, Career Planning</b></p> <p><a href="http://www.qcc.kuder.com">www.qcc.kuder.com</a> Online Portfolio Development Continues.</p> <p><b>Developing Resumes and Cover Letters!</b></p>
<b>Week 12</b>	<p><b>Module 8 continued:</b></p> <p><b>Chapter 8, Career Planning</b></p> <p><a href="http://www.qcc.kuder.com">www.qcc.kuder.com</a> Online Portfolio Development Continues</p> <p><b>Resume and Cover Letter Development Continues.</b></p>
<b>Week 13</b>	<p><b>Module 8:</b></p> <p><b>Chapter 8, Career Planning</b></p> <p><b>Transitions!</b></p>
<b>Week 14</b>	<p><b>Next Steps</b></p> <p><b>Final Portfolio Review – Individual meetings with instructor to scheduled</b></p> <p><a href="http://www.qcc.kuder.com">www.qcc.kuder.com</a></p>

*Please note that the instructor reserves the right to adapt and/or amend as indicated this course outline as indicated..*



