




Psychology (PSYC) 300

Theories of Career Development (Revision 6)

Status:	Replaced with new revision, see the course listing ↗ for the current revision 
Delivery mode:	Individualized study online ↗ with eText ↗
Credits:	3
Areas of study:	Arts or Social Science
Prerequisites:	Success in a variety of junior-level social science course is highly recommended but not required.
Precluded:	PSYC 300 cannot be taken for credit if credit has already been obtained for CADE 300.
Challenge:	PSYC 300 has a challenge for credit option.
Faculty:	Faculty of Humanities and Social Sciences ↗

Overview

In PSYC 300, learners will examine a number of career development theories with the intent of integrating aspects of the theories into their own work as career development practitioners. Students will be expected to learn about a number of career development theories and be able to reflect critically on the contributions and limitations of each one.



Career development is a major aspect of human development. It spans a lifetime and concerns the whole person. Career development is integral to a person's self-concept, family life, and all aspects of their environmental and cultural conditions. Career development is the interaction of psychological, sociological, economic, physical, and chance factors that shape the sequence of occupations and careers that people engage in throughout a lifetime.

Outline

The course consists of the following eight units.

- Unit 1: Introduction to Career Development Theory
- Unit 2: Person x Environment Fit Theories
- Unit 3: Lifespan Theories
- Unit 4: Special Focus Theories
- Unit 5: Constructivist Theories
- Unit 6: Socio-Cultural Theories
- Unit 7: Eclectic Theories
- Unit 8: An Integrated Theory of Career Development


Evaluation


To **receive credit**  for PSYC 300, you must complete all of the assignments and achieve an overall course composite grade of at least **D (50 percent)** .


Activity	Weight
Career Counselling Reflection Assignments (6 x 7.5% each)	45%
Quizzes (2)	15%
Final Paper Outline	10%
Integrated Theory of Career Development Paper	30%
Total	100%


To learn more about assignments and examinations, please refer to Athabasca University's **online Calendar** .

Materials

Sharf, R. S. (2013). *Applying career development theory to counseling* (6th ed.). Belmont, CA: Brooks/Cole / Cengage Learning.  (eText)

Amundson, N. E., & Poehnell, G. R. (2004). *Career pathways* (3rd ed.). Richmond, BC: Ergon Communications.  (eText)

Holland, J. L. (1994). *Self-directed search assessment booklet: A guide to educational and career planning* (Form R, 4th ed., Canadian ed.). Lutz, FL: Psychological Assessment Resources.  (Print)

Holland, J. L., & Messer, M. A. (2013). *Self-directed search: The occupations finder* (Form R, 5th ed.). Lutz, FL: Psychological Assessment Resources.  (Print)

eTexts

Registration in this course includes electronic textbooks. For more information on **electronic textbooks** [↗](#), please refer to our **eText Initiative site** [↗](#).

Other materials

All of the Athabasca University materials are accessed from your online course site.

Challenge for credit

Overview

The challenge for credit process allows you to demonstrate that you have acquired a command of the general subject matter, knowledge, intellectual and/or other skills that would normally be found in a university-level course.

Full information about **challenge for credit** [↗](#) can be found in the Undergraduate Calendar.

Evaluation





To **receive credit** [↗](#) for the PSYC 300 challenge registration, you must answer all of the challenge exam questions fully, and achieve a grade of at least **D (50 percent)** [↗](#) on the online examination.

Activity	Weight
Online Examination	100%
Total	100%



Challenge for credit course registration form

Important links

- › [Academic advising](#) 
- › [Program planning](#) 
- › [Request assistance](#) 
- › [Support services](#) 

Athabasca University reserves the right to amend course outlines occasionally and without notice. Courses offered by other delivery methods may vary from their individualized study counterparts.

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View **previous revision** 
