

# Micro-Credential 1: Fundamentals of Career Development

## COURSE OUTLINE

*The course designers want to acknowledge that this course was created by settlers who live, and work on the traditional, ancestral, and unceded territory of the Coast Salish peoples –Sḵwxwú7mesh (Squamish), Stó:lō and Səlilwətaʔ/Selilwitulh (Tseil-Waututh) and xʷməθkʷəy̍əm (Musqueam) Nations –as well as the Semiahmoo, Kwantlen, Katzie, Kwikwetlem, Tsawwassen First Nations, Nêhiyawak (Cree), Anishinaabe (Saulteaux), Niitsitapi (Blackfoot), Métis, Dene, and Nakota Sioux. Thank you to all of those who contributed to this course across Turtle Island. The course aims to deconstruct belonging, productivity, and career from a decolonizing lens and we want to thank those who came before us who challenged the narrative of “career.” Thank you to the land protectors in their commitment, we do not take this land for granted, for without it, this course would not be possible.*

### Course Format

1 credit (i.e., 12 contact hours), facilitated e-learning<sup>1</sup>

### Course Developers

- Dr. Kris Magnusson, Simon Fraser University

### Course Prerequisites

Completion of, or current enrollment within, a teacher education program.

### Course Description

A primer of current conceptions of career development. The module brings learners up to speed regarding modern approaches to career development in the context of a dynamic and complex work world. The career development of youth, the connections to teaching

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<sup>1</sup> Students can expect to spend approximately 40 hours to complete the course activities

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practice, and the misconceptions that need to be unlearned are topics that make this module particularly relevant to educators.

This course has been developed with support of the *Supporting Canadians to Navigate Learning and Work* project sponsored by the Canadian Career Development Foundation (CCDF) and Employment and Social Development Canada (ESDC). Some course material has been shared with permission from the *Connecting Career Development and Mental Health for Youth* project, funded by the Partnership Development Grant Program of the Social Sciences and Humanities Research Council of Canada.

## Learning Objectives

Upon successful completion of this course, participants will be able to:

- Appreciate the complexity of career development and the world of work
- Identify common career development myths held by educators, parents, and students
- Describe the negative impact of common career development myths
- Define "Career" and "Career development"
- Explain modern career development concepts and practices, in terms of key messages for teaching practice
- Describe the four essential challenges youth face in their career development
- Explain the dynamic and complex nature of the work world
- Describe the relationships between career development and education
- Explain broad trends in the world of work, and help students to think about them
- Identify career development challenges of particular concern to school-aged youth

## Required Texts

None

## Supplemental Materials

Additional materials will be provided on the course site.

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## Completion Overview

This course is segmented into several lessons, each containing one or more topics and corresponding sub-topics. Students will be guided through the materials (e.g., articles, resources, videos, critical reflections) in a specific order facilitated by an instructor. As evidence of their learning, students must complete all the required lessons and submit the following assignments which are designed to integrate their learning into practice.

Assignment	Percentage
Participation in Discussion Forums	20%
Group Assignment: Strategies for Career Influencers Across the Curriculum	15%
Assignment: Developing Activities for Student Career Development Within Lesson Planning	15%
Reflection Journal	50%

## Accommodation

The development team has paid careful attention to the requirements of diverse learners. If further accommodations need to be made, please reach out so that our team can work collaboratively to ensure an inclusive, rich, and respectful learning experience.