

B.S. 327 CAREER DEVELOPMENT*FALL 2016****Chaminade University of Honolulu Classroom:** BS 102 – T/Th 1 p.m. to 2:20 p.m.**Instructor:** Ronnie Mulford, Ph.D. (BS 103) (808) 440-4206/rmulford@chaminade.edu**Office Hrs:** Tue. 11:30 a.m.-12:30 p.m.; Fri. 12-1 p.m.; by app't. only: Thur. 2:30 p.m.-3:30 p.m.****Behavioral Sciences 327 is cross-listed as: AN 327; CJ 327; ENV 327; PSY 327; SO 327*****PROGRAM LINKING STATEMENT:**

This course develops and assesses the skills and competencies for the core student learning outcome of career and life-style development. In addition, this course also addresses the program student learning outcome of demonstrating an understanding of career development relative to the field of Behavioral Sciences.

COURSE DESCRIPTION:

This course examines vocational values, interests, and aptitudes in the identification and development of a career in the Behavioral Sciences; specifically, Anthropology, Criminal Justice, Environmental Studies, Psychology, Sociology, and Social Services. The vital role of a student's academic background is explored relative to creating a 'goodness-of-fit' between the student and the world of work. Students will be introduced to career guidance programs, develop a career personality profile, generate a career road map, and investigate/utilize career development tools and techniques. A broad spectrum of tools and resources will be explored against the backdrop of local, national, and international job market trends, and the goals, interests, and abilities of the job seeker.

STUDENT LEARNING OUTCOMES:

By the completion of this course students will demonstrate an understanding of:

- * The use and application of a variety of personal and vocational assessments/inventories to develop a viable career plan for an occupation in the Behavioral Sciences.
- * The key components of a vocational profile, including vocational interests, aptitudes, strengths and limitations, that are necessary for developing a creative career plan.
- * Career-oriented materials and resources used for career exploration and development.
- * Use of technology in individual and group settings: Computerized career information delivery systems (CIDS) such as the Occupational Outlook Handbook, the Dictionary of Occupational Titles, O*Net, Sokanu, and a variety of on-line resources.
- * Labor market information, trends and resources, and be able to utilize these resources to job develop in a manner that takes one's cultural context into account.
- * The job application process and effective responses to difficult and/or illegal questions.
- * The interview process and the importance of a good resume, good interview skills, the appropriate attire, and overall comportment (one's bearing or demeanor).
- * Career development and job seeking within the state, national, and global job market.
- * The relationship between career development and research.
- * Websites/Internet use to access and screen local, national and international job listings.
- * How the five Marianist Educational Values are integrated into the course.

COURSE TEXT: CAREER DIRECTIONS - New Paths to Your Ideal Career, 6th ed.**By: Donna J. Yena****Copyright 2015: McGraw-Hill, Publishers**

COURSE APPROACH:

Chaminade classrooms hold individuals of different cultural and social backgrounds, learning styles, and educational interests. Therefore, a variety of teaching and learning modalities will be used, including audio-visuales, reflective exercises, group discussions, hands-on experientials, field trips, guest speakers, lectures, and student presentations.

COURSE REQUIREMENTS:

<u>Assignments</u>	<u>Value</u>
Attendance and Participation.....	60
Assorted Assessments/Inventories	30
Career Fair (w/4 completed cards).....	12
Field Interview and presentation.....	26
Resume.....	16
Intro and Follow-Up Letters.....	06
Individual Practice Interview.....	16
Final Portfolio w/Career Plan.....	09
End Term Concept Exam.....	25
	200

GRADING SYSTEM:

The total points are **200**. Letter grades are based on the following point system:

180 - 200 = A	For the purpose of this class, you will earn ‘megabucks’ of equal
160 - 179 = B	value to points earned throughout the semester. You will also have
140 - 159 = C	the opportunity to earn ‘bonus bucks’ for service learning and extra
120 - 139 = D	credit work. At the end of the semester you will cash in your total
Below 140 = F	amount of megabucks earned to buy your final grade.

BEHAVIORAL SCIENCES/ INSTRUCTOR POLICIES:

- Late papers that have specific deadlines will not be accepted or given credit.
- No extra credit or special arrangements for only one student. As I am a criterion grader, there are no exceptions unless ADA or Title IX otherwise specified.
- Cell phones and other personal technology are to be turned off during class.
- Personal computer/laptop use requires prior permission of the Instructor, and only for direct class use to augment ongoing class activities, information, etc.
- All class work needs to be completed within the time frame of the class.
- No papers or service learning hours claimed for another class will be accepted or credited. (*Hours accrued above those claimed for another class may be used.*)
- Although class discussion is welcome, please keep class free of sidebar chatter.

If your assignment is sent by email, be sure to check with me if it was received. I am not responsible for lost or unreceived emails. You are welcome to drop off hard copy assignments at the Psychology office during business hours (9:00 a.m. to 4 p.m.) in room B.S. 105. Administrative Assistant Jan Martin or Pamela Patrino-Silva will put it in my mail tray. Or, if it will fit, you may slide your document under my door in room B.S. 103.

CHAMINADE UNIVERSITY OF HONOLULU POLICY FOR ATTENDANCE:

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by calling the instructor's campus extension or the Psychology program office (735-4751). It is the instructor's prerogative to modify deadlines of course requirements. Any student who stops attending a course without official withdrawal may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any absences of two weeks or more must be reported to the Associate Provost and the Records Office by the Instructor, and will result in a grade reduction for the course. Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without obtaining official withdrawal may receive a failing grade.

ACADEMIC HONESTY STATEMENT:

Academic honesty is an essential aspect of all learning, scholarship and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidents of academic dishonesty to an Instructor, or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the Instructor, who must make a report with recommendations to the Dean of the Academic Division and may range from an 'F' grade for the work in question, to an 'F' grade for the course, to suspension or dismissal from the University.

STUDENTS WITH DISABILITIES:

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this 327 class must contact **Dr. June Yasuhara** at **735-4845** at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the American Disabilities Act. ***It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.***

“Education is our passport to the future, for tomorrow belongs to the people who prepare for it today.”

Malcom X

TITLE IX POLICY OF PROTECTION:

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. **Should you want to speak to a confidential source you may contact the following:**

- **Chaminade Counseling Center at: 808 735-4845.**
 - **Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.**
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EXPLANATION OF COURSE REQUIREMENTS:

Attendance and Participation

60 Points Total

Because this is an interactive, hands-on class, every absence constitutes a significant loss of data and ability to participate in class activities. There is **NO** exception for absences except for documented participation in a Chaminade-required participation event such as a sports game (which exempts attendance point loss, but not required attendance such as the career fair, scheduled field interview and practice interview, and in-class activities). Each class is worth 2 attendance and participation points/megabucks. Your ‘salary’ will be deducted ¼ megabuck for every 5 minute increment you are late to class or leave early up to the maximum 2 attendance and participation points/megabucks.

Assorted Assessments and Inventories

30 Points Total

Each student will self-administer and complete the assigned assessments and inventories. The assessments and inventories that are from the course text must be direct copies from the course text. Facsimiles will not be accepted for grading. The text is required for this course but there is also a textbook on the Library reserve shelf that can be used to obtain copies of the text assessments and inventories. This course component will serve to:

- a)** Assist students to identify and explore salient features regarding their interests, values, personality and abilities, and how these factors relate to student’s educational and career development.
- b)** Provide insight into the goodness-of-fit of one’s own combination of vocational preferences, aptitudes, skills and abilities in relation to the world of work, and
- c)** Assist with developing a personal vocational profile and 2 year career plan.

Career Fair Attendance and Participation

12 Points Total

Each student is required to attend Chaminade’s Career Fair Wed., Oct. 12th, 2016 for a **minimum of 40 minutes** between 10:00 a.m. and 1:20 p.m. **We will not have class on Thurs., Oct. 13th**, as attending the Career Fair and a minimum of 4 filled out cards (to be turned in) is a class requirement. **There will be a sign-in sheet and you must sign in and out to get attendance credit. The Instructor will supply instructions and the 4 cards in class. There are no exceptions to this requirement, so please plan accordingly.**

Field Interview and Presentation**26 Points Total**

Each student will contact and interview someone who is already working in the field, or related field, of the student's stated career interest area. It is required the field interview be conducted at the interviewee's actual job site, office, etc. *(Credit will not be given without site sign off sheet that will be provided by Instructor.)* By using this approach the student is able to access information directly from a 'source' person to gain insight into the philosophy, everyday demands, rewards, and constraints of the student's selected career path, and examine the 'goodness of fit' between the occupation and the student's expectations. *(Field Interview Format and an explanation of this assignment Week 3.)*

Introduction and Follow Up Letters**3 points each - 6 Points Total**

Each student will generate an Introduction Letter and a Follow up Letter to enhance job application process skills, and to serve as a 'boilerplates' in future career development. A standard format, such as that presented in class and in the textbook, is required for both letters. Correct grammar and spelling as well as overall visual layout are important.

Resume**16 Points Total**

Using the format required by the Instructor, develop an error-free, visually harmonious resume that presents all of your marketable skills, abilities, education, and qualifications. The purpose is for each student to have an excellent resume by the end of the semester.

Individual Practice Interview**16 Points Total**

Each student will perform a 10 minute practice interview, to be later followed by a review with peer suggestions and feedback. You are required to be on time, be dressed as closely as your wardrobe allows for a job interview, have a specific job site and job title for which you are interviewing, and have your Resume ready to submit at beginning of interview. *The course schedule does not allow for any make-up interviews, so be sure to show up, and be on time. You must be on time or interview will be cancelled and you lose the points for the Interview as well as all the classes normally excused.*

Final Portfolio with Career Plan**9 Points Total**

Each student will gather and organize all printed matter from semester assignments and projects, and compile them in a neat, sequentially arranged personal portfolio. It should be a ringed binder, have a Table of Contents, sections and page numbers. It is required to have, at the end, a 2 year Career Plan that is set up lineally as an at-a-glance user-friendly layout, sequentially listing and labeling each year, month and key days, with significant deadlines, dates and benchmarks noted (i.e., deadline to apply for graduation, projected graduation date, deadline to start submitting job applications, etc.) For up to 1 megabuck extra credit, create an 8½" X 11" personal career collage cover page. The purpose of this assignment is for each student to have an easily updateable vocational and educational "career kit" to assist in meeting personal and professional goals, and a viable Career Plan that can be easily modified, added to or edited, as needed. The Career Plan serves as a useful time management tool; thus a method to also lower schedule related stress.

End-Term Concept Exam

25 Points Total

The End-Term Exam is to determine general understanding and retention of the course content. The extra credit points below may be applied to Final Exam so the student can buy out of taking it. **However, students are responsible for keeping track of their own points to buy out of the exam.** *THERE'S NO MAKE-UP EXAM, SO PLAN ACCORDINGLY.*

EXTRA CREDIT OPPORTUNITIES:

Attendance and brief write-up of approved career-development related events

Up to **10 points** of extra credit may be earned by attending specifically approved events offered through various Chaminade programs and services. Regular events earn 1 point (megabuck) each. Retreats earn 1 megabucks each day; no more than 3 megabucks per retreat. *If there is a particular event that is relevant to a student's career development not already approved, or that is offered at a different venue than CUH, check with Instructor before attending if it will be eligible for credit, along with the same write-up requirement.*

Each event attended requires a 1-page, double-spaced write-up that lists:

- 1) The title of the event and the attendance time and date(s).
- 2) A brief description of who presented and what took place.
- 3) What the student learned or gained from the experience.
- 4) How the event is tied to the student's own career development.
- 5) How the event is tied to this class.

Service Learning

10 points of extra credit may be earned for performing the minimum 10 hours of service learning through Chaminade's Service Learning Program. *Note: **Due to possible liability factors, your waiver and registration with Chaminade's Service Learning Office is a requirement.*** (Community service performed over the hours credited to another class is eligible for credit, but no double-counting of hours.) A two-page, double-spaced write-up of your service learning experience is required as it is evidence of the service learning experience and involvement. It must clearly and sequentially address these 4 questions:

- 1) What did you do for service learning, when, and where?
- 2) How did your service learning experience tie to contents learned in this class?
- 3) What did you gain personally and academically from what you did?
- 4) What did the community gain from what you did?

Class-oriented operations and maintenance positions

Extra credit megabucks may be earned by earning promotions or taking various roles in the business of running our class. Applicants may apply for the following positions:

Time Clock Monitor	- 14 points	_____
Time Cards Manager	- 4 points	_____
Executive Secretary	- 6 points	_____
Maintenance Officer	- 8 points	_____
Correspondence Clerk	- 2 points	_____
Career Fair Registrar	- 3 points	_____

SCIENTIFIC METHOD DEFINITIONS

The **METHODS OF SCIENCE** are only tools; tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS**.

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are: 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world; and 2) to establish relations among events and develop theories, which helps professionals to make predictions of future events.

Research Design and Counseling; Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; an **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify or prove theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method in Social Relations; Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory. Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods in Behavioral

Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes and supports theory.

<http://allpsych.com/researchmethods/replication.html>

AN EDUCATION IN THE MARIANIST TRADITION IS MARKED BY 5 PRINCIPLES:

Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor, coupled with respectful humility, provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual, and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist universities two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense of “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

Educate for Service, Justice and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized, and promote the dignity, rights and responsibilities of all people.

Educate for Adaptation and Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be met.

* The above is from *Characteristics of Marianist Universities: A Resource Paper*, published in 1999 by Chaminade University of Honolulu, St. Mary’s University, and University of Dayton. ***Each of these characteristics is integrated, to varying degrees, in this course.***

COURSE ACTIVITIES SCHEDULE

WEEK 1	Course Introduction and Requirements/Icebreakers College Career Planning Year by Year (<i>pages xix – xxi</i>) Chapter 1 – Connecting To Today’s Workplace Intro to Chapter 2: Self Assessment Goal Setting & Decision Making write-up due:	Tues., Aug. 30th
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WEEK 2	Turn in Goal Setting/Decision Making write-up *Guest Speaker: Candice Sakuda (Service Learning) Complete Chapter 2 Theories of Personality: HPM, MBTI, L/R-Brain: In-class *Guest Speaker: Advisor from Retention, Advising, and Career Prep. with explanation of how to access and complete Sokanu Sokanu write up due:	Tues., Aug. 30th Tues., Aug. 30th Tues., Aug. 30th Thurs., Sept. 1st
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WEEK 3	Field Interview Format: Handout/Requirements: In-class *Guest Speaker: Ty Arnold, FBI Agent Chapter 3: Goal Setting and Career Decision-Making Work Conditions Inventory write-up due:	Tues., Sept. 6th Tues., Sept. 6th Tues., Sept. 13th
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WEEK 4	Turn in Work Conditions Inventory Handout write-up * Guest Speaker Dr. Joe Allen, CJ Professor Stress Chapter 4: Personal Development Assessment Inventory & Wellness Wheel: In-class Agency/org research/write up due:	Tues., Sept. 13th Tues., Sept. 13th Thurs., Sept. 15th Thurs., Sept. 22nd
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WEEK 5	Personal Devl’t – Verbals/Nonverbals: In-class Chapter 5: Career and Job Research Tools Occ. Outlook Handbook; O*Net; Dictionary of Occ. Titles; Sokanu Developing Job Leads and the Hidden Job Market Chapter 6: Your Career Portfolio: Brief overview Turn in agency/org research write up Guest Speaker: Kacie Cohen, SC Internship Director Developing a Vocational Profile: In-class Field Interviews next Thurs.: (Assigned; <u>must</u> be prepared to present.)	Tues., Sept. 20th Thurs., Sept. 22nd Thurs., Sept. 22nd Thurs., Sept. 22nd
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WEEK 6	Chapter 7: Social Media Profiles Chapter 8: Career Networking Field Interviews in preset sequence Design your networking card (refer to p. 122) due:	 Thurs. Sept. 29th Tues., Oct. 4th
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WEEK 7	<i>Turn in network card or standard size facsimile</i> Career Fair sign-off cards in-class handout/discussion <i>Field Interview Presentations in preset sequence</i>	<i>Tues., Oct. 4th</i> <i>Tues., Oct. 4th</i> <i>Tues./Thurs.</i>
WEEK 8	<i>Field Interview Presentations in preset sequence</i> ‘Earn to Learn’ opportunities – <i>What’s there, and what can be created.</i> Chapter 9: Internships and Co-op Programs – A brief overview <i>CAREER FAIR:</i> <i>*Mandatory Attendance of 40 minutes between 10 a.m. and 1:20 p.m.</i> <i>*Thurs., Oct. 13th - No regular class due to mandatory Career Fair</i> <i>***First 8 week pay period ends:</i>	<i>Tues., Oct. 11th</i> <i>Wed., Oct. 12th</i> <i>Thurs., Oct. 13th</i>
WEEK 9	<i>Turn in the 4 Career Fair sign-off sheets</i> Chapter 10: Resumes and Job Applications Developing a flawless and effective resume Job Applications and difficult or illegal questions The Job Application: <i>In-class</i>	<i>Tues., Oct. 18th</i> <i>Thurs., Oct. 20th</i>
WEEK 10	Individual Practice Interviews: Wish-list Schedule Review and confirm Practice Interview Schedule Chapter 11: Cover letters and electronic communication Chapter 12: Successful Interviews <i>The Cover Letter is due at the Individual Interview.</i> <i>Individual Practice Interviews start Week 11 – NO rescheduling.</i> <i>If late, or a no-show, no attendance mb’s for all Interview days.</i> <i>*Bring and turn in Resume and Cover Letter at Individual Interview.</i>	<i>Tues., Oct. 25th</i> <i>Thurs., Oct. 27th</i>
WEEK 11	Individual Practice Interviews: <i>Tues./Thurs.</i> <i>Turn in Resume and Cover Letter at time of individual interview.</i>	
WEEK 12	Individual Practice Interviews: <i>Tues./Thurs.</i> <i>Turn in Resume and Cover Letter at time of individual interview.</i>	
WEEK 13	Reconvene for post-interview discussion Introduction to The Follow-Up Letter Sequential Review of Practice Interviews start (<i>required</i>) <i>Follow-up letter due:</i>	<i>Tues., Nov. 15th</i> <i>Tues., Nov. 15th</i> <i>Tues., Nov. 22nd</i>
WEEK 14	<i>Turn in Follow-Up Letter</i> Sequential Review of Practice Interviews (<i>required</i>): <i>HOLIDAY – THANKSGIVING BREAK</i> - <i>Required Service Learning write-up due:</i>	<i>Tues., Nov. 22nd</i> <i>Tues., Nov. 22nd</i> <i>Nov. 24th and Nov. 25th</i> <i>Tues., Nov. 29th</i>

NOTE: SYLLABUS MAY BE ADJUSTED TO MEET THE NEEDS OF THE CLASS*

“People with clear, written goals, accomplish far more in a shorter period of time than people without them could ever imagine.” *Brian Tracy*

“The best career advice to give to the young is, find out what you like doing best and get someone to pay you for doing it.” *Katherine Whitehorn*

“What is the recipe for successful achievement? To my mind there are just four essential ingredients: Choose a career you love, give it the best there is in you, seize your opportunities, and be a member of the team.” *Benjamin F. Fairless*

Special Notes:

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