

CATALOG COURSE DESCRIPTION:

This course reviews theories of vocational development; types, sources, and uses of occupational and educational information in career counseling and decision-making processes. Additional course description by Instructor: Significant career development theorists and theoretical principles, relevant vocational inventories, assessments, on-line resources and computer-assisted career guidance systems will be examined and explored.

It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for Licensing, Certification, Doctoral school applications, etc.

PROGRAM LINKING STATEMENT:

This course develops and assesses the skills and competencies for the MSCP program core student learning outcome of career and life-style development. This course also addresses the MSCP core program student learning outcomes of: 1) professional issues and ethics; 2) research and evaluation; and 3) social and cultural foundations.

STUDENT LEARNING OUTCOMES:

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

- * A variety of career development theories considered essential and fundamental to the field of counseling and guidance.
 - * Legal and ethical issues in the career development field in public and private settings.
 - * Career guidance requirements and duties in elementary and secondary schools, colleges, voc/tech training institutions, community settings, and marriage and family counseling.
 - * The relationship between career counseling, career materials and resources, and career assessment instruments utilized with various client populations.
 - * Use of technology in individual and group settings: on-line employment opportunities; the job application/resume; computer-assisted guidance systems (SOKANU, O*NET, etc.).
 - * The referral process for career development and job seeking services within the state, the national, and the global job market.
 - * The needs, options, rights and requirements of special populations relative to career development.
 - * Impact of culture on career assessment and culturally diverse seekers of employment.
 - * Labor market information, trends and resources, and be able to appraise these resources to link clients to appropriate community agencies in a manner that takes the client's cultural context into account.
 - * The key components of a vocational profile, including vocational interests, aptitudes, strengths and limitations that are necessary for developing a creative career plan.
 - * The relationship between career counseling, the scientific method, and research.
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COURSE TEXT: APPLYING CAREER DEVELOPMENT THEORY TO COUNSELING
By Richard Sharf 6th Ed. Cengage/Brooks and Cole, Publishers, 2013

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-visuals, reflective exercises, group discussions, hands-on experientials, field trips, guest speakers, lectures, and student presentations.

<u>COURSE REQUIREMENTS:</u>	POINTS	GRADING SYSTEM
Attendance and Participation.....	40	
Janus Job Planner/MBTI/HPM.....	30	180 - 200 A
Field Interview.....	30	160 - 179 B
Chapter Presentation	30	140 - 159 C
Career Development Research Paper.....	30	Below 140 F
Final Exam.....	40	
<i>Total Point Value:</i>	200	

MSCP/INSTRUCTOR POLICY FOR ATTENDANCE:

Only one absence is allowed. No exceptions. If you miss more than one class you will receive a “C” and you must retake the class the next time it is offered. *There is a 1 point deduction for each half hour or fraction thereof, one arrives late to class or leaves early. Missing over 1½ hours of a class will result in an absence for that class.*

MSCP and/or INSTRUCTOR POLICY FOR ASSIGNMENTS:

- * No make-up work for a missed class; no exceptions.
 - * No late papers. There is an automatic 10 points per day deduction for late papers.
 - * No extra credit or special arrangements for only one student. No exceptions.
 - * All work needs to be completed within the time frame of the class. Nothing will be accepted after the last class of the term.
 - **Please keep cell phones off, and limit laptop use to direct class applications.**
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***** 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.**

EXPLANATION OF COURSE REQUIREMENTS:

Attendance and Participation 40 Points

In an accelerated class every absence constitutes a major loss of data as well as ability to participate in class activities. There is **no** exception for absences. Missing more than 1½ hours of class results in an absence. If you arrive late or will be leaving class early, **inform the Instructor to ensure you receive correct attendance points and not an automatic absence.**

Janus Job Planner/MBTI/HPM Inventories - 30 Points

Each student will self-administer the assigned inventories to develop a personal vocational profile. (Inventories to be provided by the Instructor.) **Students must be present for assessment training weeks 1 and 2, and have assessments completed by the start of class Week 2 to earn credit for this class requirement. If you miss ANY portion of the training, there is no way to make it up this semester.** *This course component will:* **a)** Familiarize students with a variety of assessment instruments. **b)** Provide insight into one's own vocational preferences in relation to the world of work. **c)** Demonstrate in a hands-on approach, the application and use of such instruments. **d)** Provide training in the administration and interpretation of such self-administered inventories and a better awareness of their inherent strengths and weaknesses.

Career Development Research Paper 30 Points

Each student will select a topic from a list supplied by the Instructor and clear the topic with the Instructor **prior** to beginning research. **Only published** sources that clearly cite effective career development approaches, programs, etc., with the target population are acceptable. **Web sites and website citations are not acceptable for this type of published works research.** The paper must have an Introduction, a clearly stated, well-developed Conclusion or Summary, be double-spaced, 12 font, paginated, **minimum 2½ pages, maximum 3 pages** that contain **at least 3 direct citations from a published source cited in the main body of research.** (Note: A standard 12-font page is about 22 lines long, 12 to 14 words per line.)

A Works Cited page is required listing all of the authors and sources cited in your research. **Each listed work must contain ALL of the following information: Author's name; Title of the Article/Book; Volume or Edition (if there is one); a Publication Date; Publishing Company; and the Specific Page Number(s) for the citations.** **The author(s) being cited, and the specific page number(s) where what is cited can be found, MUST be shown in the main body of research for each citation, and must be listed in a consistent format.** APA form and style is preferred, but not required. However, even if the form and style selected does not require all of the above information, **I do.** The Research Paper is to be emailed by the date due. **For editing purposes, only use .doc or .docx and only send attachment as a Word document.** After your paper has met minimum requirements and the edited paper is returned, you will be requested to bring in a hard copy of your final research paper to turn in for grading.

The following are 3 examples of a complete cited work. The first two examples are in an A.P.A. format. The first is an example for when there is no person as Author for the work cited, as with certain manuals. The second is an example of a work cited with two authors. The third is an example of a different form and style, but with all the required information:

American Psychological Association. *Publication Manual of the American Psychological Association*. 3rd ed., Washington: American Psychological Association, 1983, 112.

Klein, D. F. and Wender, P. H. (1981). *Mind, mood, and medicine: A guide to the new biological psychiatry*. New York: Farrar, Straus, and Giroux. 274–276.

Myers, David, *Exploring Psychology*, 8th ed., (Worth Publishers: 2010), 325.

Field Interview 30 Points

Each student will contact and interview someone who is already working in the field, or related field, in the student's stated career interest area. Field interviews require students to meet interviewees **at the job site** as a form of job shadowing. **Only on-site interviews will be accepted.** Job shadowing allows a student to access information directly from a 'source' person. Thus, theory, philosophy, and the everyday demands, rewards, and constraints of the counseling and guidance profession can be explored and examined for the 'goodness of fit' between the position and student expectations. Format covered WEEK 2.

Chapter Presentation 30 Points

Student dyads/triads will research theorists and theoretical concepts from a preselected Chapter and present key aspects of that Chapter in class. Individual presentations must be more than just lecture, and include about a 5 minute enhancement. (For example, handouts, brief video/youtube clips, class activities, Kahoot!). Each student must present for **20 min. minimum, 25 min. maximum.** Presentations offer students the opportunity to develop and demonstrate the ability to gather and present topic materials in a scholarly manner, and to develop and augment presentation and communication skills required in most field settings.

Final Exam 40 Points

Brief review Week 9 and Final Exam Week 10 to determine the general understanding and retention of the course content. **No late, early or make-up exam, so plan accordingly.**

Extra Credit Website Presentation: International jobs for MSCP Grads - 4 Points

Presentation of a pre-approved website advertising international job opportunities for MSCP degree-holders. Email the website address and a 1 to 2 line description of the job(s) being advertised no later than the end of Week 8. The job advertisement you present should be comprehensive and include salary, benefits, duties, responsibilities, minimum qualifications, location, and other requirements such as language spoken, etc.

I suggest focusing your assignments on your MSCP area of emphasis (e.g., Marriage and Family Therapy, School Counseling, or Mental Health Counseling). For example, if on the mental health counseling track, to get a sense of the 'goodness-of-fit,' do the job shadowing assignment with a counselor that provides mental health services. You could also interview a counselor working in a different area of the field to compare the type of training required, job duties, benefits, work settings and conditions. By tailoring course assignments to your educational goals, you will be better able to develop a holistic learning experience in the MSCP Program that is most relevant to your career goals.

SCIENTIFIC METHOD DEFINITION:

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. 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 to: 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, develop theories, and this 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; a **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 (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:

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/supports the 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 class-room 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 & Change: In the midst of rapid social and technological change Marianist universities readily adapt and change their methods and structures so 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.

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

COURSE ACTIVITIES SCHEDULE

WEEK 1 Course Intro and Requirements/Icebreakers/ Chapter 1: An Introduction
10/01/18 Introduction to Chapter 2: Trait and Factor Theory
 Research topic selection list (*handout; email selections on 1st come basis.*)
 Chapter selections for individual chapter sections presentations

Vocational Assessment Training, Part 1.

***Janus Job Planner and HPM inventory must be completed BEFORE next week's class begins to participate in and receive credit for the vocational assessment training. If you come to class Week 2 late, or without all the assessments completed, you will not be able to sit in for the training or receive attendance credit for this component of the course.**

***Read Ch. 5 (Holland's Theory of Types) and Ch. 6 (MBTI and the Myers-Briggs Type Theory) before next week's class and the Vocational Assessment Training, Part 2.**

WEEK 2 Vocational Assessment Training, Part 2.
10/08/18 Dyad work with completed inventories; Complete Chapter 2
 Introduction to the Field Interview Format

***email research paper selections by this Saturday evening, 10/13/18. (*Sign-up is on a "1st come, 1st served" basis, and research should start only after topic is approved.*)**

WEEK 3 CAGS – Use and background (Occupational Outlook Handbook, O*NET,
10/15/18 Dictionary of Occupational Titles, HireNet Hawaii, SOKANU (4 point e.c.)
 Chapter 3: Occupations: Information and Theory **By: Instructor**
 Chapter 4: Work Adjustment Theory **By: Instructor**

WEEK 4 Chapter 7: Career Development in Childhood **By: _____ and _____**
10/22/18 Chapter 8: Adolescent Career Development **By: _____ and _____**
 Chapter 9: Late Adolesc. & Adult Career Dev't **By: _____ and _____**

***email Research Paper no later than this Sunday evening, 10/28/18. Late papers will not be accepted. ONLY use Word document, either .doc or .docx for email attachment. (For editing purposes, no google docs, pdf, .dat, canvas, etc., just a plain word document.)**

WEEK 5 Chapter 10: Adult Career Crises & Transitions **By: _____ and _____**
10/29/18 Chapter 11: Constructivist & Narrative Approaches **By: _____ and _____**
 Chapter 12: Relational Approaches to Career Dvl't **By: _____ and _____**

WEEK 6 Chapter 13: Krumboltz's Social Learning Theory **By: _____ and _____**
11/05/18 Chapter 14: Social Cognitive Career Theory **By: _____ and _____**
 Video: The Many Faces Of Psychology

WEEK 7 Chapter 15: Career Decision-Making Approaches *By: _____ and _____*
11/12/18 Field Interview Presentations

WEEK 8 Remaining Field Interview Presentations
11/19/18 Chapter 16: Theories in Combination *By: Instructor*
 Research Paper Synopses
***Deadline to submit extra credit website – this Saturday, November 24th.**

WEEK 9 Online job development: The local, national and international job market
11/26/18 Extra credit International jobs website presentations
 The job application process (resumes, illegal interview questions, etc.)
 ‘Bringing it all together’ – Class discussion; Final Exam brief review
 End-of-semester student evaluations

WEEK 10 Final Exam – *There is no option of an early, late, or make-up exam,*
12/03/18 *so please plan accordingly.*

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

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 Psychology 627 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 Americans with Disabilities Act. ***It is important to contact Dr. June Yasuhara as soon as possible so accommodations are implemented in a timely fashion.***



“I’ve learned that making a ‘living’ is not the same thing as ‘making a life’.” *Maya Angelou*