

Career Development 327 Fall 2019

	Instructor: Abby Halston, Ed.D, NCC, LMFT	Location: Behavioral Sciences 102
	Email: abby.halston@chaminade.edu Contact Number: (808) 739-4641 Office Hours: T/Th 4:00-5:00pm	Dates: Aug 27- Dec 11, 2019 Tue/Thurs Time: 1:00 -2:20pm

***PSY 327 is cross-listed as: AN 327; CJ 327; ENV 327; PSY 327; SO 327**

**Required Textbook: Career Directions- New Paths to Your Ideal Career, 6th ed. (2015)
By Donna Yena, McGraw-Hill publishers.**

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, such as the Occupational Outlook Handbook, the Dictionary of Occupational Titles, O*Net, and a variety of on-line resources.
- * Use of technology in individual and group settings: Computerized career information delivery systems (CIDS) such as Occupational Outlook Handbook, the Dictionary of Occupational Titles, Sokanu, and a variety of online 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.

Career Development 327 Fall 2019

- * 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 REQUIREMENTS:

Assignments

Attendance and Participation	52
Chapter Quizzes	50
Dream Job Research	10
Assorted Assessments/Inventories	10
Sokanu	10
Career Plan	10
Student LinkedIn Profile	10
Career Fair (w/4 completed interviews)	10
Resume	10
Cover letter	10
Contemporary Issues in Workplace	10
Interview and presentation	10
Final Exam	50

Total: 252

GRADING SYSTEM:

90-100%= A

80-89%= B

70-79%= C

NO LATE WORK WILL BE ACCEPTED (with exception of documented medical excuse or ADA accommodations letter). Assignments will lock upon due date in Canvas.

EXPLANATION OF COURSE REQUIREMENTS:

Attendance and Participation

This is an interactive, hands-on class, every absence constitutes a significant loss of career knowledge and ability to participate in class activities.

Chapter Quizzes

Quizzes will review the key concepts from each chapter.

Dream Job Research

You will conduct research about a company/organization that you would like to work for. You will need to write a 3-4 page APA formatted paper that includes the history, why the company/organization is successful, potential positions/salary, benefits and required locations/education. Also consider strengths and weaknesses of working for this company/organization.

Assorted Assessments and Inventories

Career Development 327 Fall 2019

Each student will self-administer and complete the 5 online inventories (*Inventory links posted on Canvas*). 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 the student's educational and vocational development. **b)** Provide insight into one's own vocational preferences in relation to the world of work. **c)** Assist with developing a personal vocational profile.

SOKANU

Each student will complete the SOKANU Career assessment. Upon completion you will complete the provided template on Canvas.

Career Plan

You will be asked to plan your short and long-term career plans via 3-4 page APA formatted paper that includes type of position(s), salary, and location. You will review career assessments (Sokanu) and online resources such as the Occupational Outlook Handbook, CIDS, and/or The Dictionary of Occupational Titles.

Student LINKEDIN Profile

You will create a LinkedIn study profile with the following sections: Student headline, experience, connections, projects, honors/awards, student organizations, and courses. It is up to the student whether you will make your account public.

Career Fair Attendance and Participation

Each student is required to attend Chaminade's Career Fair on November 13, 2019 for 1 hour between 11 a.m. and 1:00 p.m in Ching Hall. A minimum of 4 reviews of the potential employers that you spoke with.

Cover Letter

Each student will generate two cover letters to enhance one's job application process skills. A standard format, such as that presented in the textbook, is required for each of the letters.

Resume

Using two of the formats from the text, each student will develop two resumes that are free of errors, and presents all of the individual's marketable skills, abilities and qualifications.

Video Interview

Students will conduct video recorded practice interviews in pairs. Each student will perform a 10 minute practice interview geared toward their dream company. You will write interview questions after researching the companies' vision, mission, and purpose of position. (HINT: you should conduct online research to common interview questions and best Responses). After presenting their video to the class for review, peers will provide suggestions and feedback. You will upload your video and questions/answers onto Canvas.

Contemporary Issues in the Workplace

Students will be given a resource list for researching contemporary issues in the workplace. You will pick 3 different issues to research your findings in a 3-4 page APA formatted paper.

Career Development 327 Fall 2019

Students must cite references from appropriate professional journals to support the findings you present in their papers. Issues and articles chosen should be from the last five years. Grades will be determined by the content and clarity as well as the validity of the student's reasoning.

Final

In-class final exam of key concepts covered during lectures and assigned reading.

EXTRA CREDIT OPPORTUNITY:

25 points of extra credit may be earned for performing the minimum 10 hours of service learning through Chaminade's Service Learning Program. We will have a guest speaker from the program who will assist those students interested in this option to register for it.

Due to accountability as well as possible liability factors, your registration and waiver with Chaminade's Service Learning Office is required. Hours accrued for another class cannot also be credited for this class. However, 10 hours of community service performed above the 8 hours credited to another class will be considered eligible for credit for this class. A 2-page write-up of your service learning experience is required before extra credit will be given. It should describe what you did and where, and address these 3 questions: How did your service learning experience tie to contents learned in this class? What did you gain personally and academically from what you did? What did the community gain from what you did? (*These extra credit points may be used to either buy out from the final exam or used toward total*).

Academic Honesty

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 incidence 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. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Chaminade University Undergraduate Catalog 2018/2019, pg. 55

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. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Career Development 327 Fall 2019

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor.

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 official withdrawal may receive a failing grade.

Title IX

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment. Should I learn of any sexual misconduct, I am required to report the matter to the Title IX Coordinator as part of my mandatory reporting responsibilities. If you wish to speak to a confidential source, you may contact the Personal Counseling Center on the Chaminade campus. Phone | 808.735.4845 |

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 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.*

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

Career Development 327 Fall 2019

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, and this helps professional 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/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

Career Development 327 Fall 2019

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.

Career Development 327 Fall 2019

COURSE SCHEDULE MAY BE ADJUSTED TO MEET THE NEEDS OF THE CLASS

***This flexibility is required to accommodate the availability of the guest speakers.**

Week	Tuesday	Thursday	Due Canvas
1	8/27 Introduction to Course	8/29 Chapter 1 & 2 Lecture	
2	9/3 No class	9/5 Guest Speaker: Chaminade Career specialist- Devon	Dream Job research Due 9/8
3	9/10 Guest Speaker: Candice Sakuda: Service Learning Lecture Chapter 3	9/12 Guest Speaker: Krystal Reeves- Graduate Programs Chapter 4 Lecture	Sokanu Self- Assessments Due 9/15
4	9/17 FBI	9/19 Quiz 1-4	
5	9/24 Pact	9/26 Chapters 5 & 7	Career Plan Due 9/29
6	10/1 CBP	10/3 Chapters 8 & 9	Linkedin Due 10/3 In- class
7	10/8 Guest Speaker	10/10 Chapters 10 & 11	
8	10/15 HPD	10/17 Quiz 5, & 7-11	
9	10/22 Chapter 12 Lecture	10/24 HSJ	Resume & Cover Letter Due 10/27
10	10/29 No Class- Interview Filming	10/31 No Class: Interview Filming	Interview Video and questions Due 11/3
11	11/5 Chapter 13 Lecture	11/7 Homeland Security	
12	11/12 Chapter 14 Lecture	11/14 Career Speakers Human Services Non-profit	Career Fair write-up Contemporary issues in the workplace Due 11/17
13	11/19 Hale Kipa	11/21 Guest Speaker	
14	11/26 Interview Presentations	11/28 No Class: Thanksgiving	
15	12/3 Interview Presentations	12/5 Interview Presentations	
16	12/10 Tuesday Final 1:15-3:15pm		