

Chaminade University of Honolulu
PSY-627 Career Development- Spring 2019



PSY-627 Career Development Spring 2019
Friday Evenings April 12- June 14, 2019
Location: Behavioral Sciences #102

Instructor: Abby Halston, E.D, NCC, LMFT
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Office hours: Fridays 4:30-5:20pm and by appointment

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 in the local, national, and international job market.

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.

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, doctorate school applications, etc.

Student Learning Outcomes

Students will demonstrate an understanding of:

1. A variety of career development theories considered essential and fundamental to the field of counseling and guidance.
2. Legal and ethical issues in the career development field in public and private settings.
3. Career guidance requirements and duties in elementary and secondary schools, colleges, voc/tech training institutions, community settings, and marriage and family counseling.
4. The relationship between career counseling, career materials and resources, and career assessment instruments utilized with various client populations.
5. Use of technology in individual and group settings: on-line employment opportunities; the job application/resume; computer-assisted guidance systems (SOKANU, O*NET, etc.).
6. The referral process for career development and job seeking services within the state, the national, and the global job market.
7. The needs, options, rights and requirements of special populations relative to career development.
8. Impact of culture on career assessment and culturally diverse seekers of employment.
9. 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.
10. The key components of a vocational profile, including vocational interests, aptitudes, strengths and limitations that are necessary for developing a creative career plan.

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11. The relationship between career counseling, the scientific method, and research

Textbooks

Sharf, R.S (2013). *Applying Career Development Theory to Counseling* (6th Edition). Belmont CA: Cengage Learning (ISBN: 978-1-285-07544-0).

Chapter Quizzes

Four in-class quizzes that will test your knowledge of each chapter's core concepts.

Weekly Career News

Each week you are to find one career related news story (local, national, international) to post into the discussion section on Canvas. During class you will report the career story summarization to your peers. Discussion reply to peers is not required for this assignment, as we will discuss live in class.

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.

Professional LINKEDIN Profile

You will create a LinkedIn study profile with the following sections: Summary, Skills, profile picture, experience, education, connections, volunteer experience, certifications, honors/awards, and projects. It is up to the student whether you will make your account public.

Career Autobiography and Analysis Paper

Part 1 (4 pages): You will write your career autobiography from your earliest recollections when you fantasized about and/or played work, discussion of your occupational family genogram into your considerations and explorations, through your "reality checks," through your progression from your first to present-day work/career experiences. You will also complete a career genogram that includes three generations of occupational identification. Be sure to discuss how you made decisions and who influenced your options and choices. Part 2 (4-5 pages): You will analyze your career using at least three of the theories discussed in the text as well as the incorporating 4-5 other empirical based research articles within the field of career counseling.

Career Development Workshop, Group Proposal, or Classroom Guidance Lesson

The class will be divided into groups (approximately 2 per group). Each group will design a workshop/seminar, group counseling proposal, or a guidance lesson based on career issues. This project is designed to provide a practical component to this class. Proposals or lessons will be posted via Canvas for other students to access. All projects must be able to be replicated by others.

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Therefore, any activities must be explained fully. When developing the project, students should consider the following;

- Work setting – MFT, mental health or school (elementary, secondary)
- The population served (e.g., children, adolescents, elderly, recently laid-off workers, women, undecided college students, inmates, welfare-to-work participants, individuals with disabilities, etc).
- The workshop must contain information to be presented in a one-day workshop (at minimum). The workshop must contain content and/ or small group/experiential activities. Content should be displayed in the form of Powerpoints and handouts. Group or experiential activities must be described in a handout. Be sure to reference any resources used.
- Group proposal format must contain a minimum of six (6) small group sessions. Group sessions must include population served, any rules necessary for group, purpose/goals of the session, and any experiential activities to be conducted. Please refer to the group counseling literature as to how to develop a group proposal. Remember, the goal is replication.
- Classroom guidance lessons (6 in total) should consider the audience to be served (i.e., elementary, middle, or high school students), the types of activities to be used, and goals/purpose of the session(s). Any experiential activities should be described, and all resources referenced appropriately.
- All projects must be typed, APA style (title page, proper headings, citations in text, reference page).

Assessment

Chapter Quizzes-15 @ 5 each – 75 possible points

Weekly Career News- 7 @ 2 point each- 14 possible points

SOKANU template- 1 @ 5 points- 5 possible points

Professional LINKEDIN Profile- 1 @ 5 points- 5 possible points

Career Plan- 1 @ 12 points possible

Career Autobiography and Analysis Paper - 100 points

Career Development Workshop, Group Proposal, or Classroom Guidance Lesson- 100 points

Total Points = 311

Grading

A =90-100

B =80-89

LATE work will not be accepted- modules/quizzes will lock upon due dates.

Attendance

Attendance is an important part of doing well in this class. **If you miss more than one class, you will be given a “C” and you must retake the class. (Graduate programs policy).** Also, since class starts promptly at 5:30pm, students are expected to arrive on time.

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

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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 Dr. June Yasuhara in the Personal Counseling Center on the Chaminade campus.

Phone | 808.735.4845 |

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.

Students With Disabilities

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 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 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 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.

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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, develop theories, and this helps professionals to make predictions of future events.

The above quotes were taken directly from:

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.

The above quotes were taken directly from:

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.

The above quotes were taken directly from:

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 the theory.

The above quotes were taken directly from:

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

Marianist Educational Values

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Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. 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 provide 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.

2. 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.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “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.

4. 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.

5. Educate for Adaptation to 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

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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 made.

Selected from Characteristics of Marianist Universities: A Resource Paper, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton

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Class Date	Classroom Agenda	Assignments Due to Canvas by 11:59pm
Week 1- April 12, 2019	Lecture Chapters 1 & 2	April 18, 2019 Career News Discussion Post SOKANU
Week 2- April 19, 2019	Review Career news Lecture Chapters 3, 4	April 25, 2019 Career News Discussion Post
Week 3- April 26, 2019	In-class Quiz 1-4 Review Career news Lecture Chapters 5 & 6	May 2, 2019
Week 4- May 3, 2019	NO class-	May 9, 2019 Career News Discussion Post Professional LINKEDIN Profile
Week 5- May 10, 2019	Review Career News Lecture Chapters 7 & 8	May 16, 2019 Career News Discussion Post
Week 6- May 17, 2019	Review Career News In-Class Quiz 5-8 Lecture Chapters 9 & 10	May 23, 2019 Career News Discussion Post
Week 7- May 24, 2019	Review Career News Lecture Chapters 11 & 12	May 30, 2019 Career News Discussion Post Career Plan
Week 8- May 31, 2019	Review Career News In class Quiz 9-12 Lecture Chapters 13, 14, & 15	June 6, 2019 Career News Discussion Post Career Autobiography and Analysis Paper Career Development Workshop, Group Proposal, or Classroom Guidance Lesson
Week 9- June 7, 2019	In-class quiz 13-15 Career Development Workshop, Group Proposal, or Classroom Guidance Lesson Presentations	June 13, 2019
Week 10- June 14, 2019	Career Development Workshop, Group Proposal, or Classroom Guidance Lesson Presentations	