CHAMINADE UNIVERSITY

PSY 327: Career Development

Summer Session II: June 29 – August 7, 2020

Instructor: Dale R. Fryxell, Ph.D.

Office: 110 Brogan Hall

Office Hours: by appointment

Telephone: (808) 342-8549

Email: dfryxell@chaminade.edu

Meeting Times: Online

Text: Yena, D., (2015). Career directions: New paths to your ideal career (6th Ed.). McGraw Hill. 9780073522500

Program Course Linkage

This course develops and assesses the skills and competencies for the Psychology program student learning outcomes - **I. Students will identify key concepts, principles, and overarching themes in psychology; and IV. Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.**

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.

Course Overview

This course will provide an overview of the field of career development. Through active participation and the use of activities, writing, discussions, and reading, the student will have the opportunity to fully explore the exciting field of organizational psychology.

Marianist Educational Values

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 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

Each of these characteristics is integrated, to varying degrees, in this course.

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.

* Use of technology in individual and group settings.

* 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.

* The interview process.

.* 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 Requirements

Grades for the course will be assigned based on the quality of student work as demonstrated by successful completion of the following requirements (360 Total Points):

1. Learning Activities (6 @ 50 points each = 300 Points)
2. Class Discussions (6 @ 10 points each = 60 Points)

TOTAL = 360 points

1. Learning Activities (6 @ 50 pts.) – Complete each of the Learning Activities according to the schedule on the course calendar at the end of the syllabus. Submit your completed activities in the Canvas folder by Sunday of the week that it is assigned at midnight.
2. Class Discussions (6 @ 10 pts.) Six sets of discussion questions will be posted in Canvas You should post your initial response to each discussion question by Thursday of the week that it is assigned and then respond to at least three of your classmates post by Sunday night of that week.

- Ask open-ended questions to promote discussion. Open-ended questions require individuals to write more than a simple one- or two-word answer. Open-ended questions require the use of critical thinking skills and allow individuals to reflect on their thoughts and feelings about a particular topic.
- Don't be afraid to disagree. It is okay to disagree with what someone has to say or play the "devil's advocate." However, when you choose to disagree, remember to do so respectfully. Everyone is entitled to their own opinion and it is okay for you to offer your own interpretation.
- Give reasons for your opinion. It is important to provide reasons for your thoughts and feelings about the topic. You may even choose to make a personal connection or share a personal experience with your classmates. Applying class information to real-world situations is a great way to demonstrate that you truly understand what you are learning.
- Think outside the box. Online discussions can get boring when everyone's posts begin to sound the same. Don't be afraid to propose a new idea or ask a probing question to generate conversation.
- Include outside resources. It is often helpful to include outside resources in your responses. Share an article or a website that is relevant to the topic of discussion.

Introducing new, relevant ideas from resources, other than the provided class materials, can help take learning to the next level.

Grading

Grades will be based on the quality of work and will be assigned based on a straight percentage using the following chart:

90%	-	100%	A
80%	-	89%	B
70%	-	79%	C
60%	-	69%	D
59% or below			F

Title IX Compliance

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 808 735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Students With Disabilities

Chaminade University will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact the counseling center 735-4845 or, 739-4603, (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.

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.

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

<u>   Research Design in Counseling</u>

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.

<u>Research Method in Social Relations</u>, 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.

<u>Methods In Behavioral Research</u>; 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.

[http://allpsych.com/researchmethods/replication.html (Links to an external site.)](http://allpsych.com/researchmethods/replication.html)

<u>Weeks/Activity (Please follow the dates below for completing work. The activities for each week are due on Sunday night by midnight.)</u>

Week 1 – June 29

1. Read Chapter 1: Connecting to Today's Workplace
2. Read Chapter 2: Self-Assessment
3. Complete Activity 1
4. Complete Discussion 1

Week 2 – July 6

1. Read Chapter 3: Goal Setting and Career Decision Making
2. Read Chapter 4: Personal Development
3. Read Chapter 5: Career and Job Search Tools
4. Complete Activity 2
5. Complete Discussion 2

Week 3 – July 13

1. Read Chapter 6: Your Career Portfolio
2. Read Chapter 7: Social Media Profiles
3. Read Chapter 8: Career Networking
4. Read Chapter 9: Internships and Co-op Programs
5. Complete Activity 3
6. Complete Discussion 3

Week 4 – July 20

1. Read Chapter 10: Resumes and Job Applications
2. Read Chapter 11: Letters
3. Complete Activity 4
4. Complete Discussion 4

Week 5 – July 27

1. Read Chapter 12: Successful Interviews
2. Read Chapter 13: Growing Your Career
3. Complete Activity 5
4. Complete Discussion 5

Week 6 – August 3 (all of the work for this week should be completed by August 7 which is the last day of the term)

1. Read Chapter 14: Contemporary Issues in the Workplace
2. Complete Activity 6
3. Complete Discussion 6