


Career Development 327-01-1 Fall 2021

	Career Development 327-01-1 Fall 2021 Dates: August 24 to December 9, 2021 When: Tuesdays and Thursdays Location: Library Tent
	Instructor: Abby Halston, Ed.D, NCC, LMFT Email: abby.halston@chaminade.edu Contact Number: (808) 739-4641 Office Hours: By Appointment

**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, 7th ed. By Donna Yena, McGraw-Hill publishers. ISBN-13: 978-1259712371 ISBN-10: 1259712370

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.

Psychology Program Learning Outcomes (PLO)

- 1. Students will identify key concepts, principles, and overarching themes in psychology.**
- 2. Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.**
- 3. Students will exhibit effective writing and oral communication skills within the context of the field of psychology.**
- 4. 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.**

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 1) Students will identify key concepts, principles, and overarching themes in psychology (PLO 1) and 4) 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 (PLO 4).

Articulation of Characteristics and Values

Career Development is guided by the Marianist Educational Value of Educate for Adaptation and Change. Father Chaminade said, "new times call for new methods." This could not be truer for the field of Psychology. Psychology seeks to identify and understand why we do what we do and think what we think. This value guides this course through its focus on the development of:

1. Flexible thinking;
2. Being respectful of differences;
3. Critical thinking; and
4. Open-mindedness.

This will be found in our weekly discussions and in our final project.

STUDENT LEARNING OUTCOMES:

By the completion of this course students will:

1. The use and application of a variety of personal and vocational assessments/inventories

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- to develop a viable career plan for an occupation in the Behavioral Sciences (PLO 1).
2. Identify key components of a vocational profile, including vocational interests, aptitudes, strengths and limitations, that are necessary for developing a creative career plan (PLO 1).
 3. Utilize 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 (PLO 1).
 4. Analyze 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 (PLO 4).
 5. Understanding the job application process and utilization of effective responses to difficult and/or illegal questions (PLO 1).
 6. Identification of steps of completing the interview process and the importance of a good resume, good interview skills, the appropriate attire, and overall comportment (one's bearing or demeanor) (PLO 4).
 7. Appraisal of career development and job seeking within the state, national, and global job Market (PLO 1).
 8. Recognizing the relationship between career development and research (PLO 1).
 9. Execution of Websites/Internet use to access and screen local, national and international job Listings (PLO 1).
 10. How the five Marianist Educational Values are integrated into the course (PLO 4).

COURSE REQUIREMENTS:

Assignments	Points	SLO
Chapter Quizzes	105	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Dream Job Research	10	1, 2, 3, 4, 7, 9
Occupational Search Engine Review	5	1, 2, 3
Career Development News Discussion	22	8, 10
Assorted Career Assessments/Inventories	10	1, 2, 3
Career Plan	10	1, 2, 3, 4, 7, 9
Networking Plan	10	5, 6, 7
Companies with Educational Aid Opportunities	10	7, 9
Internship Research	5	4, 7
LinkedIn Profile	10	1, 2, 3
Resume	10	5, 6
Cover letter	10	5, 6
Contemporary Issues in Workplace Paper	10	4, 8, 9, 10
Elevator Pitch	10	5, 6
Recorded Interview Presentation	10	5, 6
Career Portfolio	15	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Final Exam	30	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Total: 292 points

GRADING SYSTEM:

90-100%= A

80-89%= B

70-79%= C

Late work will be accepted although will receive half credit accepted until 12/9/21 @11:59pm (except the following assignments: career news discussions & Recorded Interview/Questions).

EXPLANATION OF COURSE REQUIREMENTS:

Career Development News Discussion

Students will post their weekly news story on canvas discussion module and then present live in class on the following career issues:

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Abuse of Privileges, Affirmative Action, Substance Abuse in the Workplace, Business Ethics, Computers in the Workplace, Corporate Cultures, Corporate Politics, COVID-19 Effects in College Education, COVID-19 Effects in the Workplace, Day Care, Drug Testing, Employee Assistance Programs, Employee Theft, Flextime, Job Sharing, Legal Issues in Hiring and Firing, Negotiating a Raise, Performance Appraisals, Personality Conflict on the Job, Sexual Discrimination, Sexual Harassment, Smoking in the Workplace, Stress and Time Management, College Education, Workplace Training, and Workplace Development Programs, Violence in the Workplace, Women in the Workplace, Working Couples

Chapter Quizzes

Quizzes will review the key concepts from each chapter.

Dream Job Research

Students 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

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.

Career Plan

Students 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 and online resources such as the Occupational Outlook Handbook, CIDS, and/or The Dictionary of Occupational Titles.

Networking Plan

Students will develop your plan for career networking by identifying your career networking goals, developing a list of network contacts for career connections, generating open-ended questions to actively engage in with career contact, and creation of follow-up plan to reach out to developed career connections.

Student LINKEDIN Profile

Students will create a complete LinkedIn profile (either student or professional account). It is up to the student whether you will make your account public. To receive full credit the profile needs to be complete.

Companies with Educational Aid Opportunities:

Students will research 10 companies that provide financial educational benefits for their employees to either go to school, continue school, or provide stipends for completed educational degrees. Within your paper, you will document the requirements that the employees need to meet in order to receive the promised financial educational benefits.

Internship Research

Students will research 3 possible internship sites and write a 1-2-page paper of the possible sites that includes the internship focus, required responsibilities, and the site application process.

Cover Letter

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

Resume

Using one of the formats from the text, each student will develop **one** resume that are free of error, and presents all of the individual's marketable skills, abilities and qualifications.

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Elevator Pitch

An elevator pitch is a brief way of introducing yourself, getting across a key point or two, and making a connection with someone. For this assignment, you will create and video record in less than 4 minutes your own elevator pitch using the 3 points: 1- Who I'm I? 2-What do I do? (skills, values, passions) 3- What is my ask?

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 via video capture program.

There are lots of software options that you can use to record your presentation. My favorite is a free tool called [Screencast-O-Matic \(Links to an external site.\)](#). The free version limits videos to 15 minutes, but that's fine because this assignment asks for a 10-minute presentation. Here is a video overview that will walk you through the process of recording: [Screencast-O-Matic Tutorial \(Links to an external site.\)](#)

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. 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.

Career Portfolio

Students will create a powerful tool for showcasing their skills and outstanding achievements to their prospective employers through organizing and assembling a career portfolio. Utilizing the rubric below gather 10-12 work samples that include a minimum of 5 applied skills and 5 transferable skill samples.

Final

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

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on "Students" role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua 'Ike's website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student

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would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. 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.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook: <https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>

Credit Hour Policy

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The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

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

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scientific inquiry 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; 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 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 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 re-search 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.

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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.

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	Assignments Due To Canvas by 11:59pm Sundays
1	8/24 Class Review	8/26 Chapter 1 Lecture	8/29 Career News Discussion
2	8/31 Chapter 2 Lecture	9/2 Guest Speaker – Chaminade Career Advising	9/5 Career News Discussion Dream Job Paper Occupational Search Engine Review Quizzes 1 & 2
3	9/7 Chapter 3 Lecture	9/9 Chapter 3 Application	9/12 Career News Discussion SMART Goal Development Quiz Chapter 3
4	9/14 Chapter 4 Lecture	9/16 Chapter 4 Application	9/19 Career News Discussion Career Stress Management Quiz 4
5	9/21 Chapter 5 Lecture	9/23 Chapter 5 Application	9/26 Career News Discussion Career Plan Paper Quiz 5

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6	9/28 Chapter 6 Lecture	9/30 Chapter 6 Application	10/3 Career News Discussion Career Portfolio Inventory Quiz 6
7	10/5 Chapter 7 Lecture	10/7 Chapter 7 Application	10/10 Career News Discussion LinkedIn Profile Quiz 7
8	10/12 Chapter 8 Lecture	10/14 Chapter 8 Application	10/17 Career News Discussion Networking Skills Quiz 8
9	10/19 Chapter 9 Lecture	10/21 Chapter 9 Application	10/24 Career News Discussion Internship Opportunities Quiz 9
10	10/26 Chapter 10 & 11 Lecture	10/28 Chapter 10/11 Applications	10/31 Career News Discussion Career Resume Career Cover Letter Quiz 10 & 11
11	11/2 Chapter 12 Lecture	11/4 Chapter 13 Lecture	11/7 Career News Discussion Career Development Reflection Elevator Pitch Quiz 12 & 13
12	11/9 Chapter 14 Lecture	11/11 Holiday No Class	11/14 Contemporary issues in the workplace paper Interview Presentation Quiz Chapter 14
13	11/16 Interview Presentations	11/18 Interview Presentations	11/21
14	11/23 No class	11/25 No Class	
15	11/30 Interview Presentations	12/2 Interview Presentations	12/5 Career Portfolio
16	12/7 Final Exam	12/9 Final Exam	