


Chaminade University of Honolulu
PSY-627 Career Development- Winter 2022

	<p>PSY-627 Career Development January 10 to March 21, 2022 Location: Online</p> <p>Instructor: Abby Halston, Ed.D, NCC, LMFT Email: abby.halston@chaminade.edu Office: Behavioral Sciences #107 Office Phone: 739-4641 Office hours: Mondays 5:00-5:30pm https://chaminade.zoom.us/j/98980959739</p>
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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

1. Students will identify core counseling theories, principles, concepts, techniques and facts.
2. Students will demonstrate the ability to facilitate the counseling process with clients.
3. Students will identify the relationship between adaptation and change and the counseling process.

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.

Articulation of Characteristics and Values

PSY 627 Career Development is guided by the Marianist Educational Value of educate for the Adaption and Change. Father Chaminade often repeated, “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
- 4.) Open-mindedness

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

ACA Ethical guidelines for Self-Care and Self-Monitoring

Given the 1) long-standing issue of problematic self-care and self-monitoring in the field of counseling, clinical psychology, and psychotherapy, 2) chronic stress demonstrated by many students in the current Covid-19 ever-changing, and uncertain environment, 3) fact that there appears there will be numerous stressed out clients as a result of the Covid 19 ever-changing, and uncertain environment, and 4) fact that the ACA requires self-care and self-monitoring as part of their ethical guidelines, all courses will include and address the following ACA guidelines in all of their syllabi. These guidelines also apply to all faculty and staff teaching in the MSCP program.

Chaminade University of Honolulu
PSY-627 Career Development- Winter 2022

ACA 2014 Code of Ethics

Section C Professional Responsibility

Introduction

... counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

C.2.g. Impairment

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

Student Learning Outcomes

Students will:

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

Chaminade University of Honolulu
PSY-627 Career Development- Winter 2022

Textbooks

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

Additional Articles:

Eggerth, D. E. (2008). From theory of work adjustment to person–environment correspondence counseling: Vocational psychology as positive psychology. *Journal of career assessment*, 16(1), 60-74.

Grandy, T. G., & Stahmann, R. F. (1974). Types produce types: An examination of personality development using Holland's theory. *Journal of Vocational Behavior*, 5(2), 231-239.

Krumboltz, J. D. (2009). The happenstance learning theory. *Journal of Career Assessment*, 17(2), 135-154.

McCaulley, M. H., & Martin, C. R. (1995). Career assessment and the Myers-Briggs type indicator. *Journal of Career Assessment*, 3(2), 219-239.

McMahon, M., & Patton, W. (2002). Using qualitative assessment in career counselling. *International Journal for Educational and Vocational Guidance*, 2(1), 51-66.

Osipow, S. H. (1968). Theories of Career Development. A Comparison of the Theories.

Course Assignments:

Chapter Quizzes: (SLO # 1-10)

Weekly chapter quizzes that will test your knowledge of each chapter's core concepts.

Weekly Career News (SLO #2, 3, 7, 8, 9)

Each week you are to find one career related news story (local, national, international) to post into the discussion section on Canvas with a summary of the story. One peer response is required that adds to the discussion.

Career Assessments: (SLO #4, 5, 7, 8, 9)

You will complete electronic career assessments to understand how a variety of personal attributes (i.e., data values, preferences, motivations, aptitudes and skills), impact their potential success and satisfaction with different career options and work environments. Assessments are graded credit/no credit.

Professional LINKEDIN Profile: (SLO # 4, 5, 6, 9)

You will create a LinkedIn professional 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.

Chaminade University of Honolulu
PSY-627 Career Development- Winter 2022

Career Plan: (SLO # 10 & 11)

You will be asked to plan your short and long-term career plans 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 (**6-8 pages APA formatted**).

Companies with Educational Aid Opportunities: (SLO 3, 4, 6, 7, 8, 9)

You 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 (**2-3 pages APA formatted**).

Career Autobiography and Analysis Paper: (SLO # 1, 4, 8, 9)

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 visual career genogram that includes three generations of occupational identification included in submission. 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 total **8-9 pages APA formatted**.

Contemporary Issues in the Workplace:

You will research one contemporary issue in the workplace that you are interested in learning about what will help guide your career pathway as well as helping you serve your future clients. Conduct a thorough literature review and examination of your topic (sources may be peer-reviewed journals, credible websites, and/or interviews).

- Based on your findings from your literature review, you will: Provide evidence that narrates your topic from multiple perspectives and Provides analysis of the information/data

Career Development Workshop or Classroom Guidance Lesson: (SLO 1-11)

The class will be divided into groups (approximately 2 per group). Each group will design a one day workshop or a guidance lesson based on career development strategies. This project is designed to provide a practical component to this class. Workshops or lessons will be posted via Canvas Discussion for other students to access. All projects must be able to be replicated by others. Therefore, any activities must be explained fully. When developing the project, students should consider the following;

- 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- presented 6 modules. The workshop must contain content and/ or small group/experiential activities.

Chaminade University of Honolulu
PSY-627 Career Development- Winter 2022

Content should be displayed in the form of Powerpoints and handouts.. Be sure to reference any resources used.

- 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.
- Presentations must be at least 15 min via Youtube or Screencast-o-matic link upload into canvas. You are presenting the overview of your workshop or guidance lessons to the class as fellow career counselors. All resources presented should be available via your Powerpoint so other students may also use your career lessons/worksheets/resources.

Assessment

Chapter Quizzes-7 quizzes @ 10 each– 70 possible points

Weekly Career News- 8 @ 2 points each- 16 possible points

Career Assessments- 11 @ 2 points- 22 possible points

Educational Aid Opportunities- 10 points

Professional LINKEDIN Profile- 10 points

Career Plan- 25 points

Career Autobiography and Analysis Paper- 50 points

Contemporary Issues in the Workplace Paper & Presentation= 50 points

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

Total Points = 353

Grading

A =90-100

B =80-89

The instructor will determine the final grade for all students based on the above grading scale. The instructor will enforce the following class policies:

All assignment will be due in canvas by 11:59 pm on the due dates specified in this syllabus. Late submissions of assignments will be accepted until the last day of class. Regardless of the reason, all late assignments will receive a 50% point deduction irrespective of how late it is submitted.

Title IX

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.

Chaminade University of Honolulu
PSY-627 Career Development- Winter 2022

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.

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 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).

Tutoring Center

Kokua Ike provides access to free one-on-one tutoring for undergraduate students, TutorMe online tutoring and manages test administration services. Information regarding the tutoring center can be found at <https://chaminade.edu/advising/kokua-ike/> The center can be contacted at (808) 735-4815 or advising@chaminade.edu The center is located at Clarence T.C. Ching Hall, Room 252, 8:30 AM–4:30 PM (Monday-Friday).

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.**

Chaminade University of Honolulu
PSY-627 Career Development- Winter 2022

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.

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>

Chaminade University of Honolulu
PSY-627 Career Development- Winter 2022

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

Chaminade University of Honolulu
PSY-627 Career Development- Winter 2022

Class Date	Weekly Reading	Assignments Due to Canvas	Due Date By 11:59pm on Canvas
Week 1 January 10	Chapter 1	Career assessment Career News Discussion post	January 16, 2022
Week 2 January 17	Chapters 2 & 3	Career News Discussion Post Chapter quiz 1-3 Career Assessments	January 23, 2022
Week 3 January 24	Chapters 4 & 5	Chapter Quiz 4-5 Career Assessments Career Educational Aid Opportunities Career News Discussion post	January 30, 2022
Week 4 January 31	Chapters 6 & 7	Career Assessments Career News Discussion post	February 6, 2022
Week 5 February 7	Chapters 8 & 9	Professional LINKEDIN Profile Chapter Quiz 8-9 Career News Discussion post	February 13, 2022
Week 6 February 14	Chapters 10 & 11	Career News Discussion Post Chapter Quiz 10-11	February 20, 2022
Week 7 February 21	Chapters 12 & 13	Career Plan Paper Chapter Quiz 12 & 13 Career News Discussion post	February 27, 2022
Week 8 February 28	Chapter 14	Chapter Quiz 14 Career News Discussion post	March 6, 2022
Week 9 March 7	Chapter 15	Chapter Quiz 15 Career Autobiography and Analysis Paper	March 13, 2022
Week 10 March 14	Career Development Group Presentation Video	Contemporary Issues in the Workplace	March 20,2022

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.