



**Chaminade**  
**University**  
OF HONOLULU

## **Career Development Course Syllabus**

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Waialae Avenue - Honolulu, HI 96816

**Course Number:** BS/CJ/PSY 327

**Course Title:** Career Development

**Department Name:** Behavioral Sciences/Criminal Justice/Psychology

**College/School/Division Name:** School of Education and Behavioral Sciences

**Term:** Spring Day Undergraduate 2022

**Course Credits:** 3

**Class Meeting Days:** Tuesdays & Thursdays

**Class Meeting Hours:** 11:30-12:50pm

**Class Location:** Henry Hall #202

**Instructor Name:** Abby Halston, Ed.D, LMFT

**Email:** [abby.halston@chaminade.edu](mailto:abby.halston@chaminade.edu)

**Phone:** 808.739.4641

**Office Location:** Behavioral Sciences #107

**Office Hours:** By Appointments

### **University Course Catalog 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, Psychology and Sociology. 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.

### **Marianist Values**

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

## **Native Hawaiian Values**

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school.

## **Behavioral Science Program Learning Outcomes**

1. The student will apply intellectual frameworks and models to interpret social interaction from the Behavioral Sciences perspective.
2. The student will apply research approaches from anthropology and sociology.
3. The student will apply anthropological and sociological concepts related to social justice to current problems and issues in society.
4. The student will assess contemporary social issues through the lens of cultural diversity.

## **Criminal Justice Program Learning Outcomes**

1. Describe the interrelated institutions and processes of the criminal justice system, including the basic rights guaranteed to each individual by both state and federal constitutions and laws.
2. Apply theories of crime and criminal justice to explain actual and hypothetical scenarios, behaviors, and trends.
3. Evaluate social, cultural, and technological change and its impact on the criminal justice system.
4. Assess social inequities in crime and criminal justice processes by race, social class, gender, region, and age.
5. Articulate a working knowledge of qualitative and quantitative research methods by explaining the various social science methods of inquiry and use these to test specific criminological research questions.
6. Engage the Marianist tradition of education for service, peace, and justice as it pertains to local and national social justice, injustices, and inequities in the criminal justice field.

## **Psychology Program Learning Outcomes**

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.

## Course Learning Outcomes

### Students who successful complete this course will:

1. Apply personal and vocational assessments/inventories to develop a viable career plan for an occupation in the behavioral sciences, criminal justice, and/or psychology fields (BS PLO 1, CJ PLO3, PLO1).
2. Analyze labor market information, trends and resources, and be able to utilize these resources in personal career development (BS PLO 1, CJ PLO 3, PLO1).
3. Develop skills in job searching, cover letter/ resume building, and interviewing for career employment (BS PLO 1, CJ PLO 3, PSY PLO 1).
4. Examine contemporary issues related to career development such as COVID effects in the workplace, business ethics, sexual harassment, employee assistance programs, corporate cultures (BS PLO1, CJ PLO3, PSY PLO 2).

### Required Learning Materials

**Required Textbook: Career Directions- New Paths to Your Ideal Career, 7<sup>th</sup> ed. By Donna Yena, McGraw-Hill publishers. ISBN-13: 978-1259712371 ISBN-10: 1259712370**

### 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](mailto: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](mailto:tutoring@chaminade.edu) or 808-739-8305.

### Assessment

#### **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:

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.

### 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 Reponses). 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 many 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.

### Assessment Review Total:

Assignments	Points	SLO
Attendance	58	1, 2, 3, 4
Chapter Quizzes	105	1, 2, 3, 4

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

### Grading Scale

Grades are calculated from the student's class participation, quizzes, concept exercises, and the final examination. They are interpreted as follows:

A 90% or better: Outstanding scholarship and an unusual degree of intellectual initiative

B 80% to 89%: Superior work done in a consistent and intellectual manner

C 70% to 79%: Average grade indicating a competent grasp of subject matter

D 60% to 69%: Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work

F 59% and below: Failed to grasp the minimum subject matter; no credit given

### Course Policies

#### Late Work Policy

Late work will be accepted for half credit until Friday May 5, 2023.

#### Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

#### Writing Policy

All papers should demonstrate mastery of grammar, punctuation, spelling and syntax expected of college level students. Use of APA is required for all papers. If you need writing assistance, please seek help from Student Support Services. All papers are to be word-processed, proofread, and solely the work of the author.

#### Instructor and Student Communication

Questions for this course can be emailed to the instructor at [abby.halston@chaminade.edu](mailto:abby.halston@chaminade.edu). Online, in-person and phone conferences can be arranged. Response time will take place up to 24-48 hours.

#### Cell phones, tablets, and laptops

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

### **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](mailto: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**

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.

### **Schedule**

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

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

<b>Week</b>	<b>Tuesday</b>	<b>Thursday</b>	<b>Assignments Due To Canvas by 11:59pm Sundays</b>
<b>1</b>	<b>1/10</b> Class Review	<b>1/12</b> Chapter 1 Lecture	<b>1/15</b> Career News Discussion
<b>2</b>	<b>1/17</b> Chapter 2 Lecture	<b>1/19</b> Chapter 3 Application	<b>1/22</b> Career News Discussion Dream Job Paper Occupational Self-Assessments Occupational Search Engine Review Quizzes 1 & 2



<b>3</b>	<b>1/24</b> Chapter 3 Lecture	<b>1/26</b> Chapter 3 Application	<b>1/29</b> Career News Discussion SMART Goal Development
<b>4</b>	<b>1/31</b> Chapter 4 Lecture	<b>2/2</b> Chapter 4 Application	<b>2/5</b> Career News Discussion Career Stress Management Quiz Chapters 3 & 4
<b>5</b>	<b>2/7</b> Chapter 5 Lecture	<b>2/9</b> Chapter 5 Application	<b>2/12</b> Career News Discussion Career Plan Paper
<b>6</b>	<b>2/14</b> Chapter 6 Lecture	<b>2/16</b> Chapter 6 Application	<b>2/19</b> Career News Discussion Career Portfolio Inventory Quiz Chapter 5 & 6
<b>7</b>	<b>2/21</b> Chapter 7 Lecture	<b>2/23</b> Chapter 7 Application	<b>2/26</b> Career News Discussion LinkedIn Profile
<b>8</b>	<b>2/28</b> Chapter 8 Lecture	<b>3/2</b> Chapter 8 Application	<b>3/5</b> Career News Discussion Networking Skills Quiz Chapter 7 & 8
<b>9</b>	<b>3/7</b> Chapter 9 Lecture	<b>3/9</b> Chapter 9 Application	<b>3/12</b> Career News Discussion Internship Opportunities
<b>10</b>	<b>3/14</b> Chapter 10 Lecture	<b>3/16</b> Chapter 10 Application	<b>3/19</b> Career News Discussion Career Resume Quiz Chapter 9 & 10
<b>11</b>	<b>3/21</b> <b>Spring Break</b>	<b>3/23</b> <b>Spring Break</b>	
<b>12</b>	<b>3/28</b> Chapter 11 & 12 Lecture	<b>3/30</b> Chapter 11 & 12 Application	<b>4/2</b> Career News Discussion Career Cover Letter Interview Presentation Quiz Chapters 11 & 12
<b>13</b>	<b>4/4</b> Chapter 13 Lecture	<b>4/6</b> Chapter 13 Application	<b>4/9</b> Career News Discussion Career Development Reflection Elevator Pitch Quiz Chapter 13
<b>14</b>	<b>4/11</b> Chapter 14 Lecture	<b>4/13</b> Chapter 14 Application	<b>4/16</b> Quiz Chapter 14 Contemporary issues in the workplace
<b>15</b>	<b>4/18</b> <b>Interview Presentations</b>	<b>4/20</b> <b>Interview Presentations</b>	<b>4/23</b> Career Portfolio Companies with Educational Aid

<b>16</b>	<b>4/25</b> <b>Interview</b> <b>Presentations</b>	<b>4/27</b> <b>Interview Presentations</b>	
<b>17</b>	<b>5/2</b> Final Exam		