



Chaminade University

School of Education and Behavioral Sciences
Psychology

PSY 627: Career Development

Behavioral Sciences
Wednesday 5:30-9:20
Clarence T.C. Ching Hall 254
Credits: #3 Term: Accelerated Fall 2024

Instructor Information

Instructor: Gina Tana, MSCP, Psy.D.

Email: gina.tana@chaminade.edu

Phone: 808.285.2835

Office Hours: By appointment

Communication

It is best to contact me via email or text message. I will respond in 24hrs.

School & Department Information

School of Education and Behavioral Sciences

Office Location: Brogan Hall, 110

Phone: (808) 739-4652

Course Description & Materials

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.

Time Allocation

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the 15 weeks of this course, students will spend 37.5 hours in class, 48 hours researching and writing a ten-page essay, 1 hour each week writing reflection papers (15 hours total), and 10.5 hours studying for and taking the final exam. There will be an

additional 24 hours of work required beyond what is listed here (course readings, homework assignments, etc.), averaging 1.6 hours each week

Required Materials

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

Recommended Items

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.*

Canvas: <https://chaminade.instructure.com/courses/36953>

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of MSCP the student will be able to:

1. Identify core counseling theories, principles, concepts, techniques and facts.
2. Identify counseling theories, principles, concepts, techniques and facts in (Mental Health, Marriage/Family or School) counseling. (the specific emphasis would be stated for each of the emphasis areas)

3. Facilitate the counseling process with clients.
4. Identify the relationship between adaptation and change and the counseling process.

Course Learning Outcomes (CLOs)

Upon completion of PSY 627, the student will be able to:

1. Synthesize a variety of career development theories considered essential and fundamental to the field of counseling and guidance into application of one's future theoretical framework with clients (PLO1).
2. Construction of vocational profiles, including vocational assessment of interests, aptitudes, strengths
3. and limitations, labor market information, industry trends and resources that are necessary for developing a creative career plan for self and future clients (PLO3).
4. Examine ethical and legal contemporary issues related to career development such as COVID effects in the workplace, business ethics, sexual harassment, employee assistance programs, corporate cultures (PLO1).
5. Recognize the needs, options, rights and requirements of culturally diverse seekers of employment and special populations relative to career development that may refer clients to appropriate community agencies and career seeking resources (PLO2).

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, and integrity of creation.
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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Course Activities

Homework

Weekly Career News (CLO 1-5)

Each week you are to find one career related news story (local, national, international) with a summary of the story. Be prepared to share your article in class weekly.

5pts x 8 = 40

Quizzes

Chapter Quizzes: (CLO 1-5)

Two quizzes that will test your knowledge of major core concepts.

30pts x 2 = 60

Individual Projects

Professional LINKEDIN Profile: (CLO2)

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.

25 points

Career Plan: (CLO2)

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 (4-6 pages APA formatted).

25 points

Career Autobiography and Analysis Paper: (SLO 1/2)

Part 1 (2-4 pages): **Autobiographical Section:** You will write a detailed recount of your personal experiences, interests, and decisions that led to your chosen career path. **Career Analysis:** Review the current industry or field, including potential challenges, necessary skills and future goals.

- What events or experiences influenced your career choice?
- What skills or qualities do you possess that align with this career?
- What are your short-term and long-term career goals?
- What is the current outlook for your chosen career field?
- What challenges do you anticipate, and how will you overcome them?

Part 2 (2-4 pages): You will analyze your career using at least three of the theories discussed in the text. 4-8 pages APA formatted.

50 points

Contemporary Issues in the Workplace (CLO3)

You will identify a contemporary workplace issue influenced by psychology (career development) and provide a short analysis of its impact on employees and organizations. You will propose one solution or intervention based on psychological principles in career development.

- **Issue Identification:**
 - Choose a current workplace issue (e.g. stress, diversity, remote work challenges)
 - Provide a brief explanation of why this issue is significant today
- **Psychological Impact:**
 - Use two psychological theories or frameworks to explain how this issue affects employee behavior, motivation, or mental health.
 - Consider both positive and negative effects. *You can also take this from the perspective of therapist and client, not employee.*
- **Proposed Solution:**
 - Propose a solution or intervention based on theory.
 - Explain how this could improve a person's wellbeing.

50 pts

Final Project

Career Development Workshop or Classroom Guidance Lesson: (CLO4)

The class will be divided into groups (approximately 2 per group). Each group will design a workshop/seminar or a guidance lesson based on career development strategies. (Choose a single topic of your choice. Be creative.) This project is designed to provide a practical component to this class. When developing the project, students should consider the following;

- Work setting – MFT, mental health or school (elementary, middle, High-school)
 - The population served (e.g., children, adolescents, elderly, recently laid-off workers, women, undecided college students, inmates, welfare-to-work participants, individuals with disabilities, etc).
 - The workshop must contain information to be presented in a one-day workshop (at minimum). The workshop must contain content and/ or small group/experiential activities. Content should be displayed in the form of Powerpoints and handouts. Group or experiential activities must be described in a handout. Be sure to reference any resources used.
- or
- 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 30 min

Be creative, you can choose to create a workshop using your own guidelines but it must include research to support your workshop.

100 points

Course Policies

Attendance

Attendance is an important part of doing well in class. If you miss more than one class, you will be given a “C” and you must retake the class. (Graduate policy) however, emergencies do happen, so if you miss a second class, proper documentation is needed as long as it considered an excused absence. Class starts promptly at 5:30pm, students are expected to arrive on time.

Late Work

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 December 9, 2024. Regardless of the reason, all late assignments will receive a 50% point deduction irrespective of how late it is submitted.

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

Grades of Incomplete

A student in good standing in a course, may petition to the instructor for an "I" grade. This grade is appropriate only if extraordinary conditions beyond the control of the student have led to an inability to complete course requirements. When submitting a grade, the "I" must be accompanied by the alternative grade that will be automatically assigned after 30 days. These include, IB, IC, ID and IF. If only an "I" is submitted, the default grade is F. The completion of the work, evaluation, and reporting of the final grade is due within 30 days after the end of the term. The time limit may extend under exceptional circumstances with approval. Any student who has incomplete grades into the next semester will be required to review their course schedule with their academic adviser.

Final Grades

Final grades are submitted to [Self-Service](#):

A =90-100

B =80-89

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

A Outstanding scholarship and an unusual degree of intellectual initiative

B Superior work done in a consistent and intellectual manner

C Average grade indicating a competent grasp of subject matter

D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work

F Failed to grasp the minimum subject matter; no credit given

Important Information

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, in addition to more obvious dishonesty.

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 Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

[CUH Alert Emergency Notification](#)

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

[Assessment for Student Work](#)

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

[Student with Disabilities Statement](#)

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua 'Ike: Tutoring & Learning 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 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 on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Readings & Due Dates

Class Date	Weekly Readings	Assignments to Canvas	Due Dates by 11:59pm Canvas
Week 1 9/30	Chapter 1	Weekly Career News	10/6/2024
Week 2 10/7	Chapters 2 & 3	Weekly Career News Quiz 1	10/13/2024
Week 3 10/14	Chapters 4 & 5	Weekly Career News	10/20/2024
Week 4 10/21	Chapters 6 & 7	Weekly Career News	10/27/2024
Week 5 10/28	Chapters 8 & 9	Professional LINKEDIN Profile Weekly Career News	11/3/2024
Week 6 11/4	Chapters 10 & 11	Weekly Career News Quiz 2	11/10/2024
Week 7 11/11	<u>NO CLASS</u> Chapters 12 & 13	Career Plan Paper Weekly Career News	11/17/2024
Week 8 11/18	Chapters 14 & 15	Weekly Career News Career Autobiography and Analysis Paper	11/24/2024
Week 9 11/25	Group work to complete the final project	Contemporary Issues in the Workplace	12/1/2024
Week 10 12/2	Career Development Group Presentation		12/8/2024