



Chaminade University OF HONOLULU

Career Development 627

Chaminade University Honolulu

3140 Waialae Avenue - Honolulu, HI 96816

Course Number: PSY 627

Course Title: Career Development

Department Name: Psychology

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

Term: Winter Graduate 2025

Course Credits: 3

Class Location: Online

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Office Hours: 8am-10 am Mondays or by appointment please email for virtual link

University Course Catalog 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.

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 k'u'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 (‘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

Required Learning Materials

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.

MSCP Program Learning Outcomes:

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

At the completion of this course, students 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. Construct vocational profiles, including vocational assessment of interests, aptitudes, strengths and limitations, labor market information, industry trends and resources that are necessary for developing a creative career plan for self and future clients (PLO3).
3. 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).
4. 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).
5. Assess the relationship between career counseling, the scientific method, and research (PLO4).

Assessment

Chapter Quizzes: (CLO 1-5)

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

Weekly Career News (CLO 1-5)

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: (CLO2)

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: (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.

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 **(6-8 pages APA formatted)**.

Companies with Educational Aid Opportunities: (CLO4)

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 1/2)

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 (CLO3)

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 your 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 narratives your topic from multiple perspectives and Provides analysis of the information/data

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. This project is designed to provide a practical component to this class. Proposals 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;

- 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 and recorded via Screen-cast-o-matic, zoom, or youtube.

Assessment of Points

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 Scale

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

Attendance

It is expected that you will be active on Canvas weekly. Health and safety are very important so please let your instructor know in advance if you are going to be inactive in Canvas for longer than 7 days.

Late Work Policy

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.

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.

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

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.

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>

Chaminade Counseling Center:

Students may consider counseling when they may need an unbiased perspective on issues they are facing or when they are unable to manage their own difficulties independently and their day-to-day functioning is being impacted. For more information regarding the Counseling Center services, please visit:

<https://chaminade.edu/student-life/counseling-center/counseling-services/>

Email: counselingcenter@chaminade.edu

Phone: 808-735-4845.

Kokua Ike: Tutoring & Learning Services

Kokua Ike provides access to free one-on-one tutoring for students, online tutoring via TutorMe, and manages test administration services. Information regarding the tutoring center can be found at <https://chaminade.edu/student-success/kokua-ike/>

Email: tutoring@chaminade.edu

Phone: 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 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.

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. This course will meet the engagement hours by assigned reading (30), chapter quizzes (30), course discussions (10), career assessments (20), course exercises (25), and final term papers (20).

Scientific Method Definitions

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS**.

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

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>

Schedule

Class Date	Weekly Reading	Assignments Due to Canvas	Due Date By 11:59pm on Canvas
Week 1 1/6/25	Chapter 1	Career assessment Career News Discussion post	1/12/25
Week 2 1/13/25	Chapters 2 & 3	Career News Discussion Post Chapter quiz 1-3 Career Assessments	1/19/25
Week 3 1/20/25	Chapters 4 & 5	Chapter Quiz 4-5 Career Assessments Career Educational Aid Opportunities Career News Discussion post	1/26/25
Week 4 1/27/25	Chapters 6 & 7	Chapter Quizzes 6-7 Career Assessments Career News Discussion post	2/2/25
Week 5 2/3/25	Chapters 8 & 9	Professional LINKEDIN Profile Chapter Quiz 8-9 Career News Discussion post	2/9/25
Week 6 2/10/25	Chapters 10 & 11	Career News Discussion Post Chapter Quiz 10-11	2/16/25
Week 7 2/17/25	Chapters 12 & 13	Career Plan Paper Chapter Quiz 12 & 13 Career News Discussion post	2/23/25
Week 8 2/24/25	Chapters 14 & 15	Chapter Quiz 14 & 15 Career News Discussion post Career Development Presentation	3/2/25
Week 9 3/3/25		Contemporary Issues in the Workplace	3/9/25
Week 10 3/10/25		Career Autobiography and Analysis Paper	3/16/25