



School Education and Behavioral Sciences
Psychology

Career Development in Behavioral Sciences

Henry Hall #225

Tuesday and Thursday TH 10:00 – 11:20am

8/25/2025 - 12/12/2025

Credits: #3 Section: #327-01-1 Term: Fall Semester 2025

Instructor Information



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Office Hours: Mondays 8am-10am and virtually by appointment

School & Department Information

School of Education and Behavioral Sciences

Office Location: Behavioral Sciences

Phone: (808) 745-4751

Course Description & Materials

Catalog 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, 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.

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 45 hours in class, 20 hours researching and reading, 20 hours of online discussion interaction, 5 hours for final term paper, 65 hours completing assignments, and 2 hours studying for and taking the final exam.

Required Materials

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

Canvas

<https://chaminade.instructure.com/courses/35558>

Canvas will be utilized for all course assignment submissions, additional course readings, peer classroom discussions, and weekly quiz completion.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of Career Development in the BS, the student will be able to:

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 (CLOs)

Upon completion of PSY327, the student will be able to:

At the completion of this course, students will be able to:

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 (PSY PLO1).
2. Analyze labor market information, trends and resources, and be able to utilize these resources in personal career development (PSY, PLO2).
3. Develop skills in job searching, cover letter/ resume building, and interviewing for career employment (PSY PLO 3/4).
4. Examine contemporary issues related to career development such as COVID effects in the workplace, business ethics, sexual harassment, employee assistance programs, corporate cultures (BPSY PLO 2).

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.

This course, designed to prepare students for their future careers, specifically addresses several Marianist values integral to the educational experience at Chaminade University of Honolulu. First, by fostering a **quality education** through diverse assignments such as the Career Plan, Dream Job Research, and Contemporary Issues in the Workplace, the course encourages students to develop a deep understanding of their vocational paths and the world of work. The emphasis on creating a LinkedIn profile, networking, and building a career portfolio aligns with the Marianist principle of **educating for adaptation and change**, preparing students to navigate and thrive in an ever-evolving job market. Moreover, by requiring students to research companies with educational aid opportunities and internships, the course promotes **service, justice, and integrity of creation**, encouraging students to consider the ethical implications and societal impact of their career choices. This holistic approach ensures that students not only develop the skills necessary for professional success but also cultivate a sense of responsibility and adaptability, in line with the Marianist educational tradition.

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 kũ'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 kũ 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

Course Activities

Discussions

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

Homework

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?

Quizzes

The weekly quizzes are designed to reinforce and assess your understanding of the core concepts covered in each chapter. These quizzes will challenge you to apply the material in practical scenarios, ensuring that you grasp the essential principles and can effectively integrate them into your academic and professional development. By regularly engaging with these quizzes, you will solidify your knowledge, identify areas that may require further study, and enhance your ability to retain and utilize key information as you progress through the course.

Final Exam

The final exam will be an in-class assessment that comprehensively evaluates your understanding of the key concepts covered throughout the course, including material from both lectures and assigned readings. This exam will test your ability to synthesize and apply the knowledge you've gained, ensuring that you have a strong grasp of the essential topics and are well-prepared to move forward in your academic and professional journey.

Team Projects

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.

Individual Projects

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 Project

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.

Course Policies

Attendance

Attendance is a crucial component of your success in this course, and each class session is worth 2 points. Students are expected to arrive on time, prepared to learn, and fully engage with the material and their peers. Active participation in discussions, teamwork, and class activities is essential for creating a collaborative and dynamic learning environment.

Being tardy, defined as arriving more than 10 minutes late, will result in a deduction of one point from the attendance score for that class session. Repeated tardiness or unexcused absences may impact your overall grade and ability to keep up with the course content.

In the event of an absence, it is your responsibility to collaborate with a peer to obtain any missed notes and to check Canvas for updates on assignments, due dates, and other important course information. This ensures that you remain informed and prepared, even if you are unable to attend a class session. Please make every effort to attend each class on time and ready to contribute to the learning experience.

Late Work

Late work will be accepted for half credit until December 12, 2025 @ 11:59pm. It is important to submit all assignments on time to ensure full credit and to keep up with the course material. However, recognizing that unforeseen circumstances can arise, this policy allows for late submissions with a penalty to encourage timely completion while still providing an opportunity to earn some credit.

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

The university's policy on incomplete grades will be strictly adhered to in this course. Incomplete grades are granted only under extraordinary circumstances, such as emergencies, that prevent a student from completing the course within the designated timeframe. If you encounter such a situation, it is imperative that you communicate with your instructor as early as possible to discuss your circumstances and explore potential options. To be eligible for an incomplete, you must demonstrate that the remaining coursework can be reasonably completed within the next 30 days. Your instructor has the final authority to determine whether you qualify for an incomplete. All incomplete work must be completed by the end of the subsequent semester, or the grade of "I" will automatically convert to an "F" on your transcript.

Final Grades

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

- A = 90% and above
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% and below

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-policiesprocedures/>.

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

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	Class Review	Chapter 1 Lecture	Career News Discussion
2	Chapter 2 Lecture	Chapter 3 Application	Career News Discussion Dream Job Paper Occupational Self-Assessments Occupational Search Engine Review Quizzes 1 & 2
3	Chapter 3 Lecture	Chapter 3 Application	Career News Discussion SMART Goal Development
4	Chapter 4 Lecture	Chapter 4 Application	Career News Discussion Career Stress Management Quiz Chapters 3 & 4
5	Chapter 5 Lecture	Chapter 5 Application	Career News Discussion Career Plan Paper
6	Chapter 6 Lecture	Chapter 6 Application	Career News Discussion Career Portfolio Inventory- Review Quiz Chapters 5 & 6
7	Chapter 7 Lecture	Chapter 7 Application	Career News Discussion LinkedIn Profile
8	Chapter 8 Lecture	Chapter 8 Application	Career News Discussion Networking Skills Quiz Chapters 7 & 8
9	Chapter 9 Lecture	Chapter 9 Application	Career News Discussion Internship Opportunities Quiz Chapter 9
10	Chapter 10 Lecture	Chapter 10 Application	Career News Discussion Career Resume Quiz Chapter 10

11	Chapter 11 & 12 Lecture	Chapter 11 & 12 Application	Career News Discussion Career Cover Letter Interview Presentation Quiz Chapters 11 & 12
12	Substitute Assignment & Prep for Interview Presentations	Substitute Assignment & Prep for Interview Presentations	Career News Discussion Career Development Reflection Elevator Pitch Quiz Chapter 13
13	Interview Presentations	Interview Presentations	Quiz Chapter 14 Companies with Educational Aid
14	Substitute Assignment & Prep for Interview Presentations	No Class	Contemporary issues in the workplace paper Career Portfolio
15	Interview Presentations	Interview Presentations	
16	Final Exam		