



PSY327 Career Development in Behavioral Sciences
Clarence T.C. Ching Hall 254 Lecture T/Th 11:30 - 12:50
8/17/2026 - 12/11/2026
Credits: 3 Section: 01-1 Term: Fall 2026

Instructor Information



Instructor: Katie Lau

Email: katie.lau@chaminade.edu

Office Hours: By appointment

Virtual Office: Thursday afternoon and evenings. Please email me to schedule an appointment.

Communication

I will be available via email and will respond within 24-48 hours. If you would like to schedule a virtual appointment, please email me and we can arrange a meeting.

School & Department Information

Chaminade University of Honolulu, Behavioral Sciences

Office Location: Behavioral Sciences Building

If you have questions regarding the Psychology Department, reach out to your Instructor or the School of Behavioral Sciences at Chaminade University of Honolulu.

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

Recommended Items

For this course you will need:

- **Electronic Device:** A desktop or laptop is required to complete and submit assignments online. Ensure your device has a reliable internet connection and access to the Canvas platform.
- **Preferred Writing Utensil:** Choose a writing utensil that you are comfortable with for in-class work and note-taking (e.g., pen, pencil).
- **Notebook:** A notebook for taking notes and completing in-class activities is highly recommended.
- **Laptop (Optional):** If you prefer digital note-taking, a laptop is acceptable for use during class.

Canvas (<https://chaminade.instructure.com>)

Canvas is an online learning platform where all course materials, assignments, and exams will be administered and accessed throughout the semester.

Learning Outcomes

Program Learning Outcomes (PLOs)

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:

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 are 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 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

Course Activities

Discussions

Student Introduction (5 pts)

Students will post their introduction in Canvas

Career Development News Discussion (2 x 5 pts)

Students will post their 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 (20 pts)

Students will conduct research about a company/organization that you would like to work for. You will need to create a power point 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. Students will present their power point presentation in class.

Occupational Self Assessment (10 pts)

Each student will self-administer and complete a minimum of 3 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. Students will write a 1-2 page (double spaced) reflection summarizing their results.

Career Plan (10 pts)

Create a digital "poster" for a stress management plan that overviews your personal identification of stressors, assessment of physical exercise, diet, and mindfulness/meditation, identification of healthy coping skills, and identification of support networks.

Students will practice writing SMART goals for themselves

Career Research (10 pts)

Students will use online research methods to research careers and compare the usefulness of each search engine via a 1-2 double spaced paper. You will review career assessments and online resources such as the Occupational Outlook Handbook, CIDS, and/or The Dictionary of Occupational Titles.

Student LINKEDIN Profile (10 pts)

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.

Networking Plan (Discussion)

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 plans to reach out to develop career connections.

Companies with Educational Aid Opportunities (Discussion)

Students will research 5 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 discussion, you will document the requirements that the employees need to meet in order to receive the promised financial educational benefits.

Internship Research (10 pts)

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 (10 pts)

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 letters.

Resume (10 pts)

Using one of the formats from the text, each student will develop **one** resume that is free of

error, and presents all of the individual's marketable skills, abilities and qualifications.

Elevator Pitch (15 pts)

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 of 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?

Team Projects

Career Video Interview (25 pts)

Students will conduct video recorded practice interviews in pairs. Each student will perform a 8-10 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.

Contemporary Issues in the Workplace (25 pts)

In pairs or a group of no more than 3 people, students will be given a resource list for researching contemporary issues in the workplace. You will pick 2 different issues to research your findings in a power point presentation. Students must utilize at least 4 journal articles from the career development field. Grades will be determined by the content and clarity as well as the validity of the student's reasoning. **Presentations will be on 12/1 and 12/3.**

Final Project

Career Portfolio (50 pts)

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.

What to Include

- **Professional summary & Resume:** Your up-to-date resume and a brief statement of your career goals.
- **Work samples:** Concrete examples of projects, reports, writing pieces, or creative work.
- **Credentials:** Diplomas, degrees, certificates, and licenses.
- **Accolades & References:** Letters of recommendation, awards, and professional testimonials

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.

Course Policies

Student Interaction Expectations

Students are expected to conduct themselves in a manner appropriate to professional standards i.e., treat each other with respect and courtesy. Group assignments should be delegated to respective group members so that equivalent effort is a likely outcome.

Faculty-Student Grading/Feedback Expectations

Assuming on-time submission of assignments, the instructor will make every reasonable effort to return graded assignments within two weeks of the assignment's due date. If a student submits an assignment after the due date, feedback and grading may take up to two weeks from the date of actual submission. Communications via email will generally be responded to within 24 hours but no later than 2 days after receipt.

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.

Attendance will be taken every class and is worth 2 points for each class. If you arrive more than 5 minutes late you will be marked off by one point. Unexcused absences will result in 0 points for the class day. There are 33 classes (excluding Prince Kuhio Day Holiday) each class is worth 2 points for a total of 66 points.

Late Work

Late work will be accepted for half credit until Friday, December 4, 2026. 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.

Extensions and Exceptions

Extensions may be granted for excused absences or serious circumstances if the student

communicates with the teacher **before the due date** or as soon as possible. Documentation may be required. Technical issues are not an automatic excuse, so students should plan ahead.

Responsibility

It is the student's responsibility to track due dates, submit work on time, and communicate about any issues that may affect completion. Turning in work late does not excuse missing required components. This policy is designed to be fair while encouraging responsibility and time management.

Extra Credit

Students will be provided with opportunities throughout the semester to earn extra credit. These opportunities will be announced in class and posted on Canvas.

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.

Use of AI

Use of AI for papers, projects, assignments, etc is permitted. However, your work must not be more than 20% AI generated. If the work is found to be more than 20% AI, you will not receive credit for the work. You may resubmit the work but late penalties will apply.

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.

Assessment

Assignment	Points
Student Introduction	5
Career News Discussion	5

Occupational Self Assessment	10
SMART Goals	5
Career Stress Management Plan	15
Dream Job	20
Search Engine Review	10
Career News Discussion	5
Portfolio Inventory	5
Linkedin Profile	10
Networking Plan Discussion Post	10
Internship Sites	10
Career Resume	10
Cover Letter	10
Career Interview	25
Elevator Pitch	15
Contemporary Issues in the Workplace Project	25
Companies with Educational Aid Discussion Post	10
Final Career Portfolio	50
Total	255

Course Schedule (subject to change)

Week	Tuesday	Thursday	Canvas Assignment Due Dates <i>Assignments are due on Canvas Sundays by 11:59 PM</i>
1	8/18 Review class and syllabus	8/20 Chapter 1 - Introduction to career development News share in class	Student introduction Career news share discussion post Due 8/23
2	8/25 Chapter 2 - Self Assesment	8/27	Occupational Self Assessments & Reflection due 8/30
3	9/1 Chapter 3 - Goal Setting and Career Decision Making	9/3	SMART Goals Career Stress Management Plan Due 9/6
4	9/8 Chapter 4 - Personal Development	9/10	Dream Job Due 9/13
5	9/15 Dream Job Presentations in class	9/17 Chapter 5 - Career Job Research Tools	Occupational Search Engine Due 9/20
6	9/22	9/24	Career News

	Chapter 6 - Career Portfolio	Career News Discussion in class	Discussion post Career Portfolio Inventory Due 9/27
7	9/29 Chapter 7 - Social Media Profiles	10/1	Linkedin Profile Due 10/4
8	10/6 NO CLASS	10/8 Chapter 8 - Career Networking	Networking plan discussion post Due 10/11
9	10/13 Chapter 9 - Internships and Co-op Programs	10/15	Potential Internship Sites Due 10/18
10	10/20 Chapter 10 - Resumes and Job Applications	10/22	Career Resume Due 10/25
11	10/27 Chapter 11 - Letters	10/29	Cover Letter Due 11/1
12	11/3 Chapter 12 - Successful Interviews	11/5	Career Interview Due 11/8
13	11/10 Chapter 13 - Growing	11/12	Elevator Pitch Due 11/15

	Your Career		
14	11/17 Chapter 14 - Contemporary Issues in the Workplace	11/19	Team presentation - Contemporary issues in the workplace Due 12/6
15	11/24	11/26 - Thanksgiving (NO CLASS)	Companies with Educational Aid Opportunities discussion post Due 11/29
16	12/1 In class presentations	12/3 In class presentations	
17 Finals Week - NO CLASS			Final Project- Career Portfolio due FRIDAY 12/11 at 11:59 PM