



Chaminade University

School of Applied Psychology

PSY 627 Career Development

Asynchronous; Online

Credits: 3 Section: 90-3 Term: Accelerated Summer 2026

Instructor Information

Instructor: Kandis Amimoto, MSCP

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Office Location: BS 105C

Office Hours: By appointment

Virtual Office Hours: By appointment

Communication

The primary form of communication for this course will be through **Canvas Inbox** and **CUH email**. I encourage you to reach out with any questions, clarifications, or concerns. I typically respond to emails and messages within 24 hours. Messages sent over the weekend or holidays may take longer, but I try my best to respond as soon as possible.

School & Department Information

School of Applied Psychology

Office Location: Behavioral Sciences 105A

Phone: (808) 735-4751

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 markets.

Time Allocation

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 is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend:

- **1–2 hours** reviewing the course syllabus, welcome message, and assignment guidelines posted in Canvas.
- **45 hours** reading all assigned chapters of the textbook (*Sharf, R.S (2013). Applying Career Development Theory to Counseling (6th Edition).*)
- **20 hours** reading supplemental articles and engaging with posted videos.
- **30 hours** participating in weekly discussions (10 modules × ~3–4 hours each for initial post, reading peers' posts, and replies).
- **35–38 hours** developing and writing the Final Counseling Case Portfolio (includes reviewing discussions, conducting research, drafting, revising, and finalizing an APA-formatted paper).

Required Materials

Sharf, R.S (2013). *Applying Career Development Theory to Counseling* (6th Edition).

Belmont CA: Cengage Learning (ISBN: 978-1-285-07544-0).

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

The Canvas classroom will contain your gradebook, course assignments, exams, and resources.

Learning Outcomes

MSCP Core Program Learning Outcomes (PLOs) students will:

PLO 1: Graduates will apply ethical standards, engage in advocacy, and practice within the

legal and professional frameworks of the counseling profession across service delivery modalities.

- PLO 2: Graduates will integrate foundational counseling knowledge with evidence-based clinical skills to conceptualize client concerns, develop treatment or intervention plans, and facilitate therapeutic change with diverse populations.

- PLO 3: Graduates will apply culturally-sustaining counseling practices that address systemic barriers, honor diverse identities, and advance justice and peace within the communities they serve.

- PLO 4: Graduates will apply the specialized knowledge, skills, and professional dispositions required for their concentration, including preparation for their respective credentialing.

Course Learning Outcomes (CLOs)

By the end of this course, the student will be able to:

- Synthesize a variety of career development theories considered essential and fundamental to the field of counseling and guidance into the application of one's future theoretical framework with clients. (PLO 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. (PLO 2)

- Examine ethical and legal contemporary issues related to career development, such as COVID

effects in the workplace, business ethics, sexual harassment, employee assistance programs, and corporate cultures. (PLO 1)

- 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. (PLO 3)

- Assess the relationship between career counseling, the scientific method, and research. (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.

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 'Ōlelo 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

Discussions

Discussion Question Response

Each week, you will respond to a discussion question based on the assigned textbook chapter(s), supplemental readings, professional resources, and the client case materials provided within the module. Throughout the term, you will work with the same fictional clients as additional case information is gradually introduced, simulating the progression of an actual career counseling relationship.

Your initial response should be **no less than 700 words** in length and demonstrate thoughtful engagement with the assigned materials. Responses should integrate concepts from the textbook, apply career development theories and counseling principles to the client case, and support your clinical reasoning using course concepts. Please post your response directly in Canvas (not as an attachment) so all classmates can easily read and engage with your work.

Participation Requirement

Active participation is an important part of this course and contributes to collective learning. In addition to your initial discussion post, you are expected to write **at least two substantive responses** to your classmates each week.

Substantive responses should:

- Extend the discussion by contributing new ideas, perspectives, or applications.
- Apply career counseling theories, ethical considerations, multicultural perspectives, or counseling interventions to the case.
- Ask thoughtful questions that encourage further discussion and clinical reasoning.
- Demonstrate respectful, professional, and supportive communication.

To earn full participation credit:

- Post your initial discussion response by the assigned due date.
- Reply to at least two classmates with substantive comments.
- Use professional and respectful communication throughout all interactions.

Weekly Discussion Grading Guidelines

Excellent (10 points)

The posting and comments are accurate, original, relevant, well supported, and demonstrate advanced clinical reasoning. The response integrates concepts from the assigned readings, effectively applies career counseling theory to the client case, and contributes meaningful insight that advances the discussion. At least one thoughtful question is posed for classmates to consider.

Above Average (8 points)

The posting demonstrates a solid understanding of the course material and appropriately applies concepts to the client case but lacks one or more characteristics of an excellent response. Contributions remain meaningful and include at least one discussion question for classmates.

Average (5 points)

The posting addresses the discussion prompt but relies primarily on personal opinion or provides only limited integration of course concepts. Application to the client case may be superficial or incomplete. No discussion question is included.

Minimal (3 points)

The posting provides little original analysis, demonstrates minimal application of course concepts, or contributes limited value to the overall discussion. Responses may be incomplete or poorly developed. No discussion question is included.

Unacceptable (1 point)

The posting or comments add little or no value to the discussion, fail to address the discussion prompt, or demonstrate insufficient engagement with the assigned materials. No discussion question is included.

Assignments**Career Counseling Case Portfolio**

Throughout the term, you will gradually develop a comprehensive Career Counseling Case Portfolio using one of the fictional clients introduced in the course. Rather than completing separate assignments throughout the term, each weekly discussion has been intentionally designed to help you build one section of your final portfolio. By the end of the course, you will revise, refine, and compile your work into a single professional case portfolio that demonstrates your ability to think like a career counselor.

Your final portfolio should reflect the complete career counseling process and demonstrate your ability to integrate career development theory, assessment, multicultural considerations, ethics, intervention planning, and evidence-based practice into a cohesive counseling case.

Portfolio Components

Your final Career Counseling Case Portfolio should include the following sections:

- Client Introduction
- Career Counseling Intake Summary
- Case Conceptualization
- Assessment Summary
- Vocational Profile
- Multicultural & Professional Considerations
- Ethical & Professional Considerations
- Career Counseling Intervention Plan
- Evidence-Based Practice
- Professional Reflection

Requirements

Your completed portfolio should demonstrate your ability to:

- Summarize the client's presenting concerns and relevant background information.
- Apply career development theory to develop a comprehensive case conceptualization.
- Interpret career assessment results within the broader counseling process.
- Develop a vocational profile by integrating assessment data, developmental history, and client strengths.
- Analyze multicultural, contextual, and systemic factors influencing career development.
- Identify and address ethical considerations relevant to the counseling process.
- Develop an evidence-informed career counseling intervention plan.
- Support counseling recommendations using current research and professional resources.
- Reflect on your growth as a developing career counselor.

Formatting

- APA 7th edition
- Title page
- Headings and subheadings
- 12-point Times New Roman
- Double-spaced
- Appropriate citations and references when applicable

Course Policies

Attendance

Active participation and weekly engagement are essential for your success in this course. Attendance will be tracked through participation in discussions, assignments, and other course activities. Please let your instructor know in advance if you will be inactive in Canvas for longer than 7 days due to health and safety concerns.

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

Extra Credit

No extra credit will be offered in this course.

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.

Final Grades

Final grades are submitted to Self-Service.

Assessment:

Initial Discussion Response (CLO 1, 2, 3, 4) 90 points (9 @ 10 points each)

Peer Discussion Responses (CLO 1, 2, 3, 4) 90 points (9 @ 10 points each)

Career Counseling Case Portfolio (CLO 1, 2, 3, 4) 100 points

Total Possible Points: 380

90–100% = A (252–280 points)

80–89% = B (224–251 points)

223 pts and below is a non-passing score.

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.

Course Schedule

Date	Class Activity	Readings Due:	Assignments Due in Canvas:
Week 1	Welcome Review Syllabus Module 1: Becoming a Career Counselor <i>Why does career counseling matter?</i>	Chapter 1: Introduction and additional material in the week's module.	Introductions & Week 1 Discussion and Participation
Week 2	Module 2: Meet the Client <i>How do I begin helping my client?</i>	Chapter 2: Trait and Factor Theory & Chapter 1 and additional material in the week's module.	Week 2 Discussion and Participation
Week 3	Module 3: Understanding the Client <i>Why is my client experiencing these career concerns?</i>	Chapters 2, 4, and 5 and additional material in the week's module.	Week 3 Discussion and Participation
Week 4	Module 4: Gathering the Evidence <i>What additional information do I need?</i>	<i>The Role of Assessment Instruments</i> sections found at the end of Chapters 2, 4, 5, 6, 7, 11, 13, and 15. Chapter 16: <i>Noncounseling Applications of Theories</i>	Week 4 Discussion and Participation

		Appendix B: Tests and Their Publishers and additional material in the week's module.	
Week 5	Module 5: Developing the Vocational Profile <i>How do I make sense of everything I've learned?</i>	Chapters 7, 8, & 9 and additional material in the week's module.	Week 5 Discussion and Participation
Week 6	Module 6: The Client in Context <i>How do culture, identity, and life experiences shape career development?</i>	Multicultural sections at the end of every chapter, plus Chapters 3, 10, and 12 and additional material in the week's module.	Week 6 Discussion and Participation
Week 7	Module 7: Ethics in Action <i>What are my ethical responsibilities?</i>	Chapter 1 & Appendix A and additional material in the week's module.	Week 7 Discussion and Participation
Week 8	Module 8: Helping Clients Move Forward <i>How do I help my client move forward?</i>	Chapters 6, 11, 13, and 15 and additional material in the week's module.	Week 8 Discussion and Participation
Week 9	Module 9: Evidence-Based Career Counseling <i>How do I know my recommendations are supported by evidence?</i>	Chapter 3: The United States Labor Market and The Structure of the Labor Market	Week 9 Discussion and Participation

		<i>The Role of Occupational Information</i> sections located across Chapters 2, 4, 5, 6, 7, 11, 13, and 15 and additional material in the week's module.	
Week 10	Module 10: Thinking Like a Career Counselor <i>Can I put everything together?</i>	Chapter 16: Theories in Combination and <i>Counselor Issues</i> summary pages (pp. 466–467) and additional material in the week's module.	Week 10 Discussion Career Counseling Case Portfolio Due